DOCUMENT RESUME

ED 473 434 SO 034 299

AUTHOR	Blankenship, Glen
TITLE	A Kid Like Me across the Sea: A Look into the World of a German Child. Social Studies, Grades Kindergarten-Grade 3. Update 2002.
INSTITUTION	Goethe House, New York, NY.; Inter Nationes, Bonn (Germany).
PUB DATE	2002-00-00
NOTE	146p.; For related items, see SO 027 656-663 and SO 029 487-488. Color transparencies not available from EDRS.
AVAILABLE FROM	Goethe House New York, German Cultural Center, 1014 Fifth Avenue, New York, NY 10028. Tel: 212-439-8700; Fax: 212-439-8705; e-mail: promote@goethe-newyork.org; Web site: http://www.goethe.de/ uk/ney/deindex.htm.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	Area Studies; *Children; Cross Cultural Studies; *Cultural Context; Curriculum Enrichment; Foreign Countries; Geography; Physical Geography; Primary Education; *Social Studies; *World Views
IDENTIFIERS	*Germany; Scope and Sequence

ABSTRACT

This instructional unit about Germany is designed for primary students and may be integrated into the existing curriculum or used as a stand-alone unit. Each lesson begins with an outline for teaching that includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lesson. The unit is divided into four sections: (1) "Germany in the World" (four lessons); (2) "The People of Germany" (six lessons); (3) "Neighborhoods and Communities in Germany" (five lessons); and (4) "Political and Cultural Symbols of Germany" (five lessons). Includes maps and transparencies. (BT)

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A Kid Like Me Across the Sea: A Look into the World of a German Child. Social Studies, Grades Kindergarten-3. Update 2002.

Glen Blankenship

Goethe House, New York, NY.
Inter Nationes, Bonn (Germany).

SO 034 299

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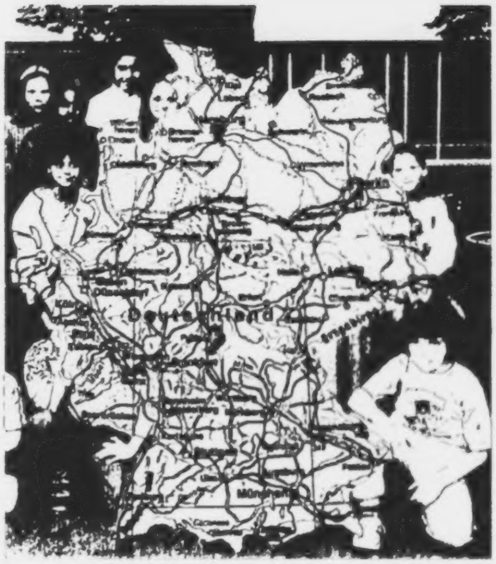
A KID LIKE ME ACROSS THE SEA

A Look Into the World of a German Child

Update
2002



SOCIAL STUDIES

GRADES KINDERGARTEN-GRADE 3

GOETHE-INSTITUT

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3

A KID LIKE ME ACROSS THE SEA

A Look Into the World of a German Child

Update 2002

SOCIAL STUDIES

GRADES KINDERGARTEN-GRADE 3

by Glen Blankenship

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Introduction

This collection of lessons was developed as a result of study/travel program attended by a group of social studies educators from Georgia during the spring of 1993. One goal of the project was to develop and disseminate exemplary lessons for teaching elementary school children in the United States about the Federal Republic of Germany.

This document is targeted at students in grades K, 1, 2, and 3. However, because of their high interest level, the lessons are easily adaptable to the abilities of primary through middle school students. The materials are designed so that the teacher may either (1) integrate individual lessons into the existing school curriculum at appropriate places across the school year, or (2) use them as a stand-alone unit.

The lessons should be adjusted by teachers to meet the needs, interests, and performance levels of students in their classrooms. Some of the lessons may be used as enrichment or remediation for selected students rather than as basic information for all students. Basic skills such as map reading, interpretation of charts and graphs, and time and chronology relationships are infused into the lessons. Teacher are encouraged to "pick and choose" from among the many activities.

The content of the lessons includes concepts traditionally taught in elementary school social studies programs across the United States. The topics are addressed using instructional strategies which build on existing curriculum, but provide students with an "international perspective" on a traditionally "domestic" theme. Topics included in the lessons are:

- physical and cultural geography
- basic needs of food, clothing, and shelter
- community service and communication
- political symbols
- migration of people

Each lesson begins with an outline for teaching which includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This package of materials provides the teacher with most of the materials needed for implementation. Many of the lessons contain "Teacher Resources" which are beyond the reading level of most elementary age students. This information is provided for the purpose of increasing the knowledge base of the teacher – and, the information may be shared with students by selecting from a variety of instructional strategies which are developmentally appropriate (e.g. the information from a reading may be recorded on tape for non-readers; heterogeneous cooperative learning groups may be used; a teacher-led discussion activity can provide background information needed to complete a project).

Many of the activities in this instructional unit require student use of handouts which contain only photographs. Teachers should consider making a single class set of 30 copies of needed materials which can then be shared among several teachers within the school. The fact that students are not required to write on these handouts makes them reusable. The incorporation of cooperative learning activities or group work also reduced the number of copies of materials that need to be reproduced.

Please send suggestions for revisions to future editions of these lessons to

Glen Blankenship
5031 Bainbridge Court
Lilburn, Georgia 30047

Modern Germany

Materials for the Social Studies Classroom Description of Publications

A Kid Like Me Across the Sea is a primary/elementary instructional package targeted at grades K-3 with interest level extending to adult. This series of five lessons draws heavily on interpretation of photographs and addresses the topics of physical and cultural geography; basic needs of food, clothing and shelter; community services and community helpers; transportation and communication; political symbols; and migration of people.

Communities and Regions in Germany is an instructional package targeted at upper elementary curriculum. This instructional package, presented to students as a travelogue, stresses basic map and globe/geography skills and presents case studies of communities (cities/towns/villages) across Germany.

Overview of Germany is designed for middle school classrooms. The four lessons in the package correlate to the study of world cultures (perspective taking and symbols), geography and government. The materials focus on national studies and state studies from a comparative United States/Germany approach.

Germany in Europe: Enduring Issues is designed for the middle and secondary school classroom. The unit is organized around three topics: Germany in the European Union (history of the EU, characteristics of member states, and EU governance), Economic Issues in Germany and the European Union (the Euro, environmental policy, standard of living), and The People of Germany and the European Union (citizenship, nationalism, immigration, and the legacy of the Holocaust).

The Geography of Germany is designed for high school classrooms. The five lessons in this instructional package relate to the "Five Themes of Geography" (Location, Place, Human-Environment Interaction, Movement and Region) as promoted by the National Geographic Society. The lessons are designed to support the teaching of courses in world geography and world history.

Cultural Reflections: Work, Politics and Daily Life in Germany is also designed for the high school classroom. The three lessons in this instructional kit include "The German Worker," "Culture and Daily Life in Germany" and "Government in Germany." Student activities focus on comparative economic systems, worker training and apprenticeship programs, structure of government (including case studies of the health care system and the federal budget), the role of the press in Germany, and leisure activities.

Additional materials which support these instructional programs are also available: political and physical **wall maps of Germany and Europe;** *Germany Since 1945: A Focus on Berlin* **video;** *Facts About Germany* **handbook;** and additional resources.

These materials were written by social studies educators in Georgia
and printed by **Goethe-Institut Inter Nationes, Bonn.**

Single copies at cost price are available from
National Council for the Social Studies, NCSS Publications
P. O. Box 2067, Waldorf, MD 20604-2067
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Modern Germany

Materials for the Social Studies Classroom Scope and Sequence, K-12

	Grade Level/Course	Materials/Title
K	Individuals	
1	Families	A Kid like Me Across the Sea *Elementary*
2	Neighborhoods	
3	Communities	
4	States and Regional Geography	Communities and Regions in Germany *Elementary/Middle*
5	U.S. History	
6	World History	
7	World Geography	Overview of Germany *Middle*
8	State History and Government	
9–12	U.S. Studies	
	Citizenship	
	Economics	
	U.S. History	
	American Law	The Geography of Germany *Secondary*
	American Government	
	World Studies	
	World History	
	World Geography	
	International Studies/ Contemporary Affairs	Cultural Reflections *Secondary*
	Comparative Government	
	Behavioral Studies	
	Sociology	Germany in Europe: Enduring Issues *Middle/Secondary*
	Psychology	
	Anthropology	

Acknowledgements

The author would like to acknowledge the contributions of the persons listed below to the development of these instructional materials. Their insight, creativity, and willingness to improve education have made the lessons more useful to teachers and more relevant to students. All shortcomings of this document are the responsibility of the author alone.

Jürgen Langer, German Language Consultant at the Georgia Department of Education, for his substantive review of the manuscript and insight into the content of the lessons.

Mary Mullins, Art Teacher at Snellville Middle School in the Gwinnett County, Georgia, Public Schools, for use of her lesson on the design of half-timber structures (pages 67 and 68 of this publication).

Ann Williams Tinkler and D. William Tinkler, for the use of their lesson "What is the 'typical'day like for a child in Germany" (pages 45–52 of this publication). Ann is a teacher at Hopkins Elementary School in the Gwinnett County, Georgia, Public Schools, and Bill is on special assignment at Taylor Road Middle School in the Fulton County, Georgia, School System.

Jörg Rautzenberg, formerly Goethe-Institut New York, for his vision of global understanding among all people. Without his support and guidance, these lessons designed for use by social studies teachers in the United States would not exist.

My Colleagues from the 1989 and 1991 Study/Travel Seminars, who collectively produced the documents *Germany and Georgia – Partners for the Future* and *Germany: The Search for Unity,* which ignited the movement for producing materials on contemporary Germany for social studies classrooms. Many of their ideas have been incorporated into these lessons and into other publications.

The photographs in this publication, other than as noted above, were excerpted with permission from the following **Inter Nationes** publications: *Das Land, in dem wir leben; Zum Beispiel Hildesheim; Klar-Sicht,* and *Ausschnitte aus dem Alltag der Bundesrepublik Deutschland;* in addition, many of the photographs were taken by the author during a visit to Germany during the spring of 1993.

Glen Blankenship
Lilburn, Georgia

Table of Contents

Topic	Lesson		Page
Topic One	**Germany in the World**		1
	Lesson 1	Where is Germany?	2
	Lesson 2	How big is Germany?	8
	Lesson 3	What is the climate like in Germany?	11
	Lesson 4	What is the landscape of Germany?	16
Topic Two	**The People of Germany**		22
	Lesson 1	Who are the people of Germany?	22
	Lesson 2	What is the German language?	27
	Lesson 3	How do Germans meet their basic needs?	34
	Lesson 4	What do children study in German schools?	38
	Lesson 5	What do German children do in their free time?	42
	Lesson 6	What is the "typical" day like for a child in Germany?	45
Topic Three	**Neighborhoods and Communities in Germany**		53
	Lesson 1	What were communities like in Germany long ago?	54
	Lesson 2	Where do Germans live?	62
	Lesson 3	What are some of the community services in Germany?	69
	Lesson 4	How do Germans travel?	74
	Lesson 5	Why have some Germans immigrated to the United States?	82
Topic Four	**Political and Cultural Symbols of Germany**		89
	Lesson 1	What city is the capital of Germany?	89
	Lesson 2	What are some important monuments and buildings in Berlin?	97
	Lesson 3	What are some political symbols of Germany?	113
	Lesson 4	What are some economic symbols of Germany?	119
	Lesson 5	What is the literary heritage for children in Germany?	129

T1

Topic 1

Germany in the World

Background Information

Before beginning this topic, the teacher may wish to share the following information about Germany with students.

The ancient Romans used the name "Germani" for all of the tribes that spoke the Germanic languages or dialects. This is where the English word "German" comes from. *Deutsch,* which is what the Germans call themselves, comes from the root word "thiot," which means "the people." When the Romans ruled the western world, they built fortress towns for their military. That is why you can see remnants of Roman buildings today in cities like Augsburg, Regensburg, Trier, and Cologne.

During the Middle Ages, Germany was a patchwork of small states ruled by kings, princes, and dukes. Their rulers built the castles that can still be found all over Germany, especially along the Rhine and Saale Rivers. The common people lived in villages that were built outside the castle walls; they were poor peasants who did not own land and had no rights. Also, there were towns that were built into flourishing cities by their citizens, who were merchants, craftspeople, artisans, and tradespeople. In the 19th century, Germany was industrialized and became a single country.

For a long time there was one Germany, but this changed after World War II ended in 1945. Germany had begun this war and then was defeated and occupied by the United States, Britain, France, and the former Soviet Union. A few years later, disagreements between the Soviet Union and the other three countries led to the division of Germany into an eastern part (the German Democratic Republic [GDR]) and a western part (the Federal Republic of Germany [FRG]). A border ran through the two parts. The city of Berlin was divided too, and the government of East Germany put up a wall through the middle of the city in 1961. The people living in the east were not allowed to travel to the west. Many families and friends were separated.

In 1989, tens of thousands of GDR citizens fled to the Federal Republic through other countries. On November 9, 1989, the Berlin wall was opened. Almost one year later, on October 3, 1990, East Germany joined West Germany to become one country. The two parts of Berlin were also united. There are many challenges involved in integrating two very different political, economic and educational systems, but most Germans are happy that they can be one country again.

While the country was divided, the Federal Republic's seat of government was located in Bonn, a small town on the Rhine River, and the German Democratic Republic was governed from East Berlin. Now that Germany is united, the government has moved to Berlin.

Lesson 1 Where is Germany?

Lesson Objectives The student will identify the absolute and comparative location of Germany.

Materials and Resources

- Worksheet 1.1 "The Hemispheres"
- Worksheet 1.2 "The World"
- Globe
- Teacher Resource 1.1 "The 500-Year-Old Globe"

Strategies

Establishing a sense of "place" is an important factor in helping students understand people of other cultures. Begin this topic of study by establishing a sense of "place." Use a globe to show students the location of Germany and the location of the United States. *[NOTE: All globes found in schools today may not yet show one Germany. The teacher may need to explain that from 1949 until 1990 Germany was devided into two parts. Unification of Germany occurred on October 3, 1990.]* Have the students describe the location of the two countries in relation to one another. Ask students such questions as

- What countries are near the United States?
- Is Germany near the United States?
- What other countries that we've studied are located near Germany?
- In which continent is the United States located? Germany?
- In which hemispheres is Germany located (northern/southern; eastern/western)?
- What means of transportation can be used to travel to Germany from the United States?

Maps are also a useful tool for studying location. Organize the class into groups of three students and distribute one copy of Worksheet 1.1, "The Hemispheres" to each group. Using a large pull-down map and a globe, have the students locate and label each of the seven continents. When students finish ask such questions as

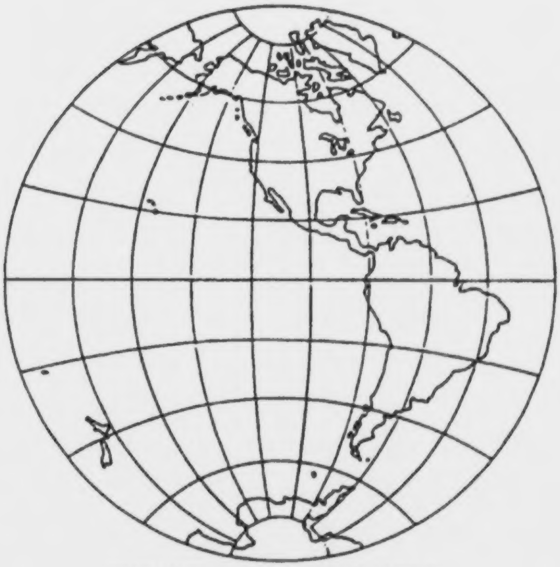
- On which continent is the United States located? Which hemisphere?
- On which continent is Germany located? Which hemisphere?

Next, provide each group with a copy of Worksheet 1.2, "The World" and again have the students locate and label the United States and Germany on each of the three maps. After students have an opportunity to examine all three maps, ask such questions as

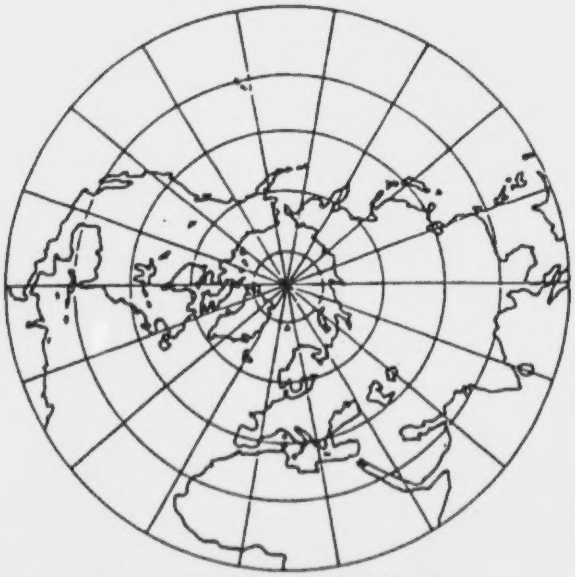
- Which map is our class more accustomed to using?
- Does the world look different when you look at a map with Asia or Europe in the center rather than the United States in the center? How?
- Which map is probably used in most German classrooms? Why?

After completing these activities, help students reach the conclusion that as a model of the earth, the globe is the best resource to use to determine relative location. *[Teacher Resource 1.1, "The 500-Year-Old Globe," provides interesting information about a globe made by a German contemporary of Christopher Columbus.]*

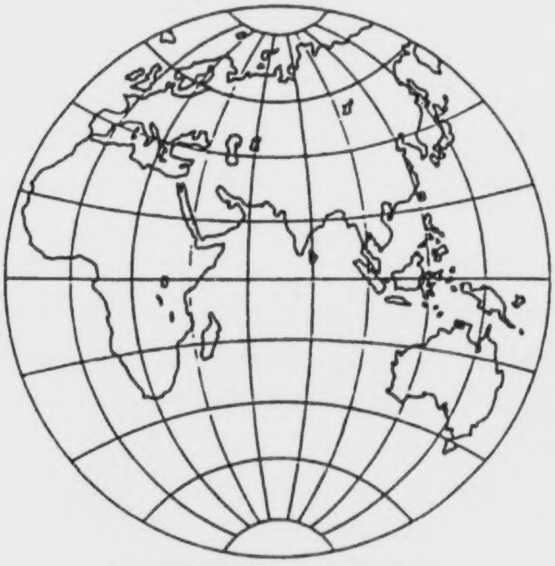
The Hemispheres



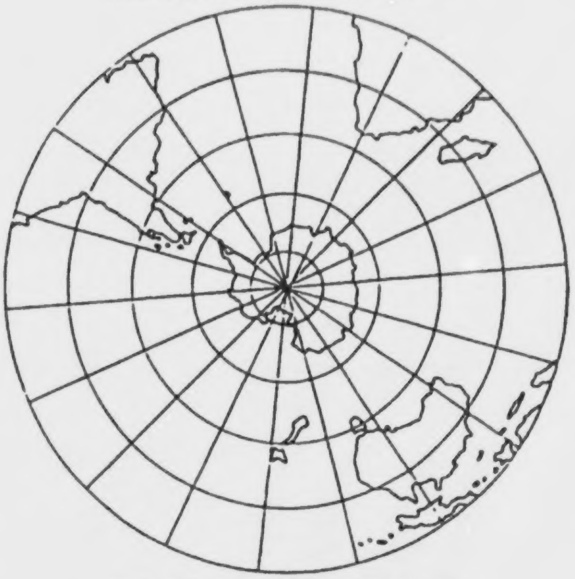
THE WESTERN HEMISPHERE



THE NORTHERN HEMISPHERE



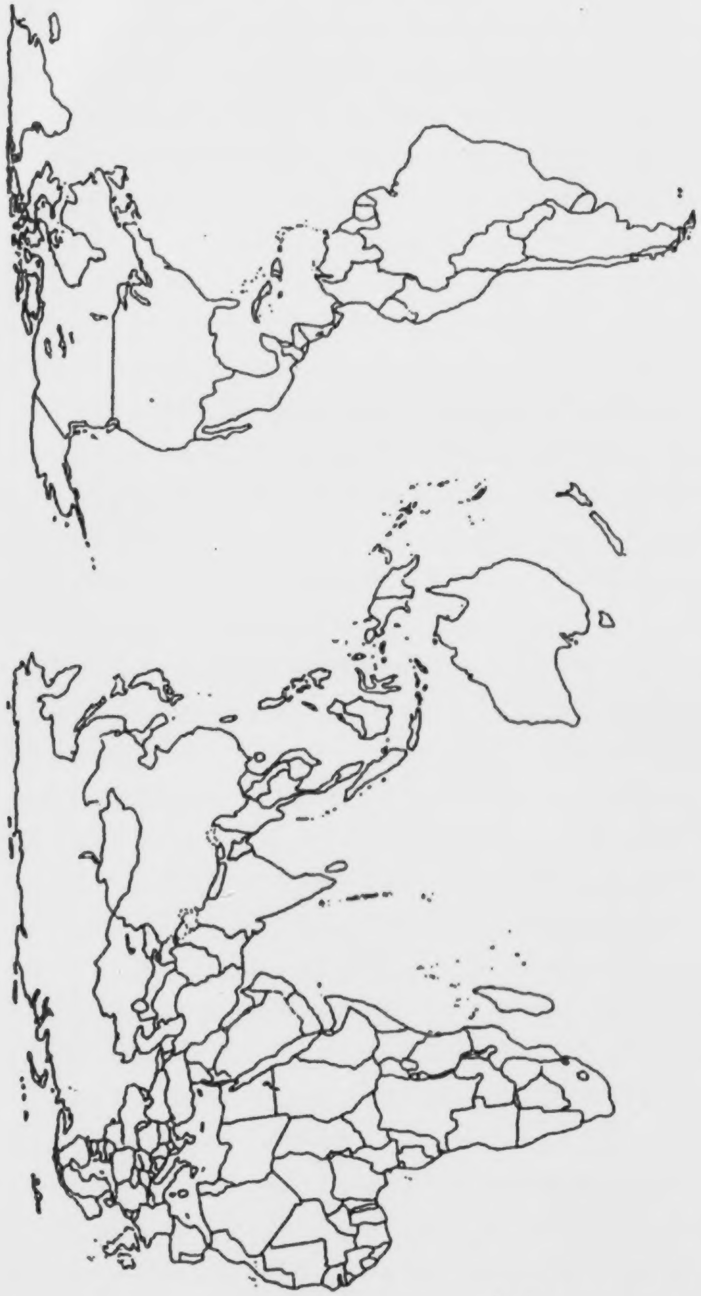
THE EASTERN HEMISPHERE



THE SOUTHERN HEMISPHERE

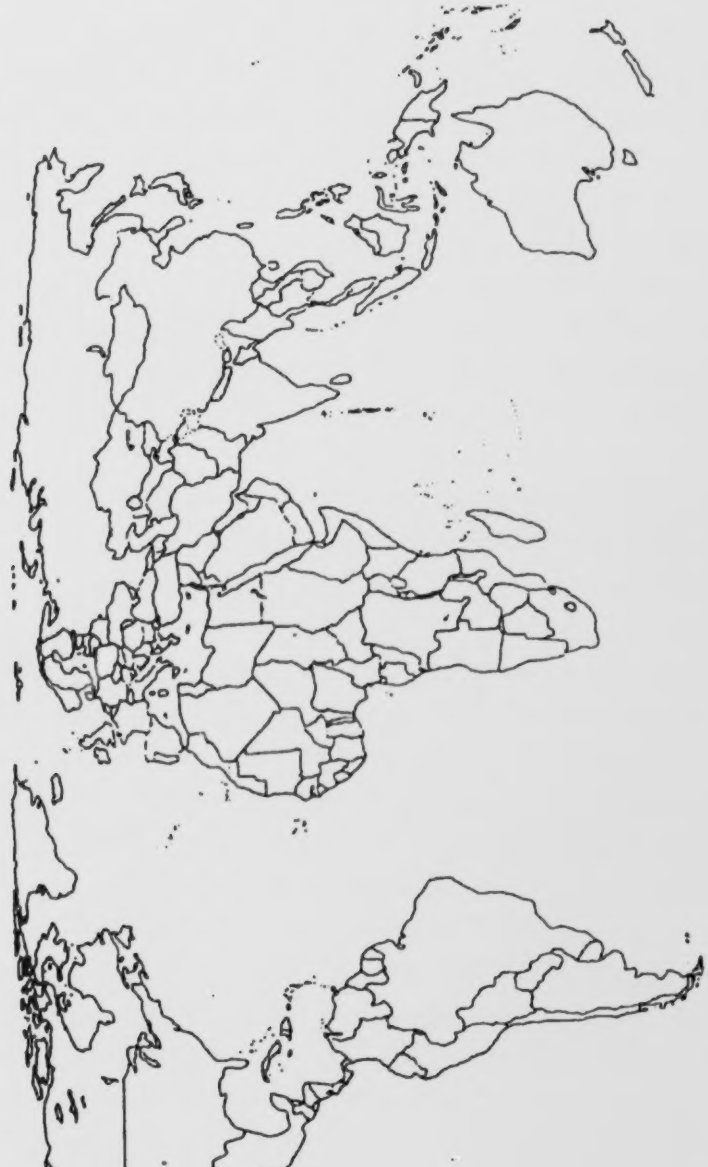
The World (Map A)

Page 1

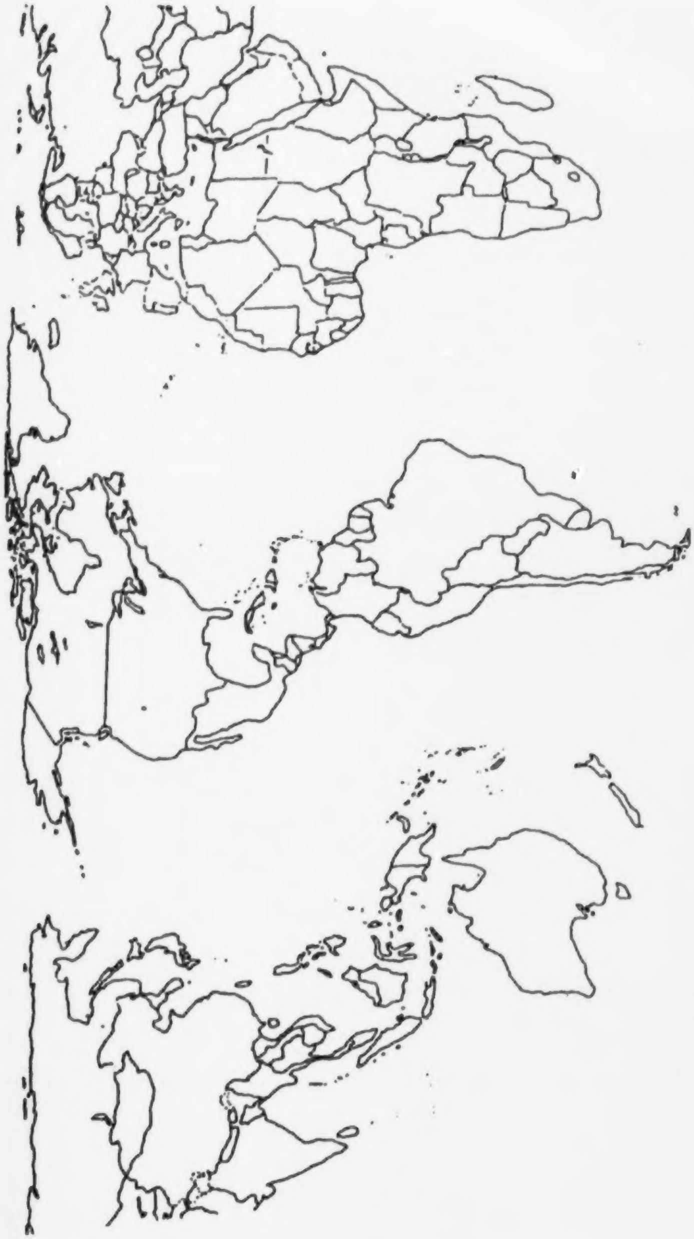


The World (Map B)

Page 2



The World (Map C) **Page 3**



The 500-Year-Old Globe

In 1492, the year that Columbus began his journey to the west, the first globe of the world which still exists today was made in Nuremberg, Germany. This isn't an arbitrary date. Nor was the creator of the globe an armchair scholar. Martin Behaim, born in 1459 in Nuremberg, hat returned just one year before to his home town because of an inheritance matter. He had been employed by the Portuguese and had also been part of the crew on at least one exploratory expedition, the second trip of Diogo Cão, which went to the shores of southwest Africa. He would have heard of Columbus' planned expedition when he was in Lisbon, but he couldn't have known how it turned out.

The world globe comes from the Latin word for mass, clump, or sphere. Today we understand it as the depiction of the earth in spherical form. Originally, however, 2,000 years earlier, the globe was meant to show the heavens. The ancient Greeks used the globe to track the stars and their paths. They supposedly had already seen a spherical shape depicting the earth in the Pergamum Museum. But, it can not have depicted much, since so little was known at that time about the surface of the earth.

At the end of the 15th centruy everything was different. That the earth was round had long been general konwledge of European scholars. Spanish and Portuguese sailors returned with more and more detailed information about far-away coasts. Still, in many respects, the earth shown on Behaim's globe is still far from reality. It is bound to the Ptolemaic world view. The western coast of Africa is very precise because Behaim had been there – and further on down to the southern tip – personally. However, no one knew what came beyond that. Asia is shown in such huge dimensions that its eastern coast almost touches California.

Technically, the globe – a rounded shape made of cardboard, measuring 51 centimeters in diameter and covered with a layer of plaster – is quite modern. It was painted by the Nuremberg painter Joerg Glockendon the Elder.

from *Focus on Germany*, published by the Press and Information Office of the Federal Government, Bonn (July 1992, page 14).

Lesson 2 How big is Germany?

Lesson Objectives The student will identify the absolute and comparative location of Germany.

Materials and Resources

- Worksheet 1.3 "Europe"
- Teacher resource 1.2 "U.S./Germany Comparative Size"

Strategies

Germany is a nation in the geographical center of Europe, with doors opening both west to the "old Europe" and east to the "new and developing Europe." Germany shares a border with more nations (nine) than any other nation in Europe. To illustrate this point, distribute copies of Worksheet 1.3, "Europe" and have students label the following places:

- Austria
- Belgium
- Czech Republic
- Denmark
- France
- Germany
- Luxembourg
- Netherlands
- Poland
- Switzerland

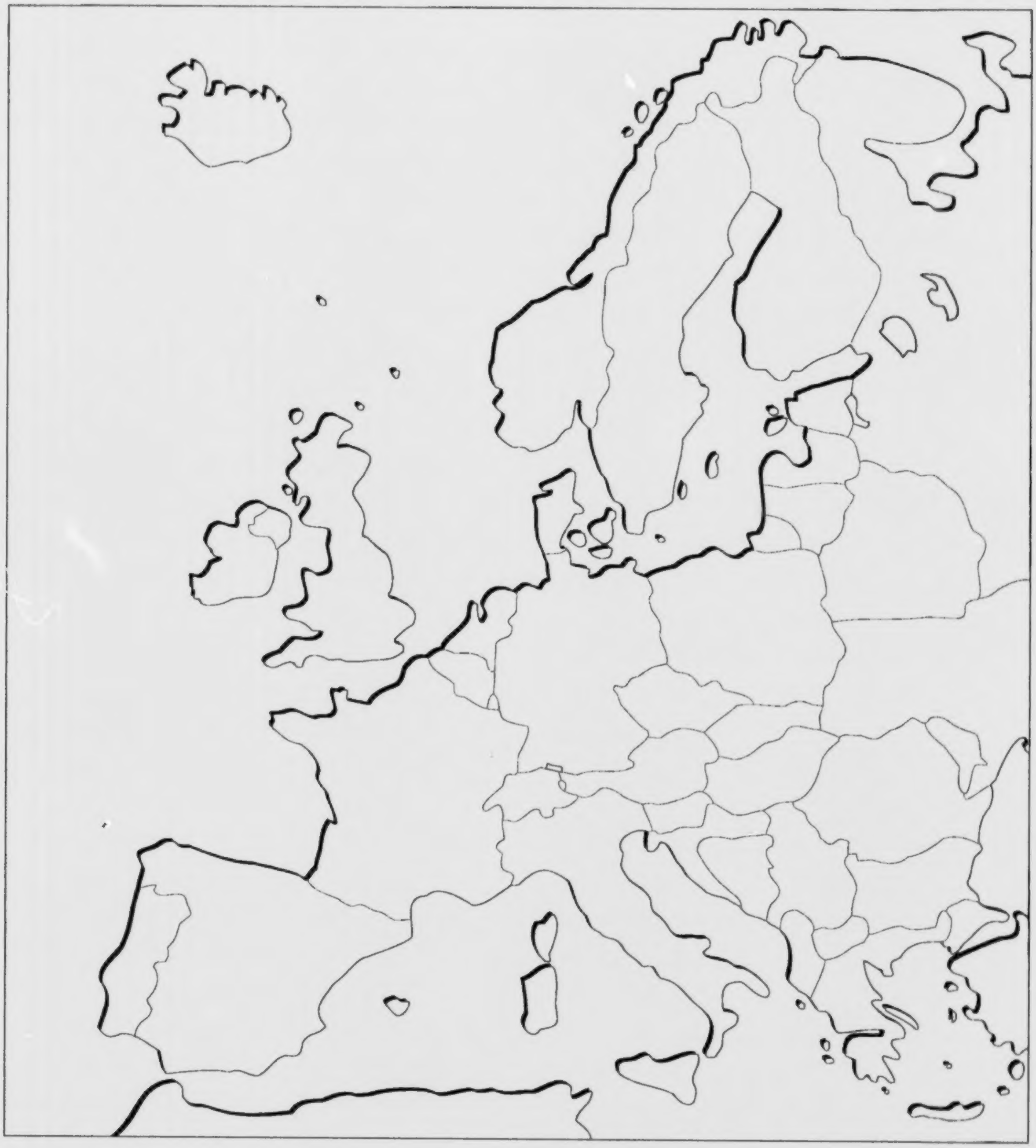
Compared to the United States, Germany is a geographically small nation. However, by European standards Germany is geographically large and has the highest population in Europe.

Make a transparency of Teacher resource 1.2, "U.S./Germany Comparative Size" and cut the two outline maps apart. Use a transparency marker to shade the map of Germany. Project the two maps and ask students to determine which nation is larger. Call on a student volunteer to superimpose the outline of Germany on your state. Ask students to determine which is larger. Now ask the volunteer to select and then superimpose the outline of Germany on the U.S. state [Montana] which is approximately the same size as Germany. Discuss with students the difference in population and compare this to geographic size [use the table below].

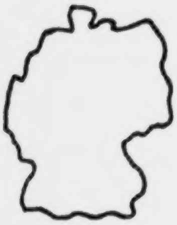
	Area in sq. mi.	Population	Population Density per sq. mi.
United States	3,615,202	270.3 million	74.8
Europe	4,063,000	750.0 million	184.0
Germany	137,788	82.1 million	596.0
Montana	145,388	0.8 million	5.0
Your State	[refer to an atlas]		

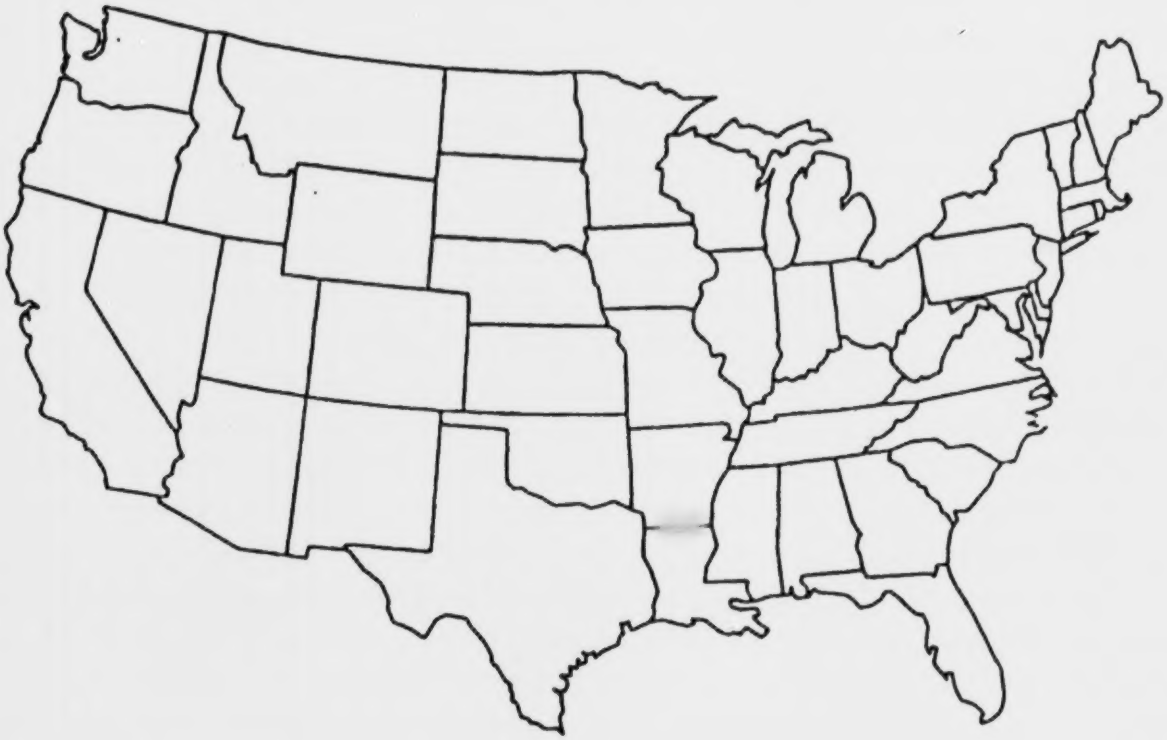
This activity may be repeated using the map of Europe to compare Germany to its neighbors.

Europe



U.S./Germany Comparative Size





Lesson 3

What is the climate like in Germany?

Lesson Objectives

The student will describe the climate and topography of Germany.
The student will explain the relationship between climate and location.

Materials and Resources

- Teacher Resource 1.3 "Latitude of Major Cities"
- Worksheet 1.4 "The Four Seasons"
- Worksheet 1.5 "Daily Temperatures"

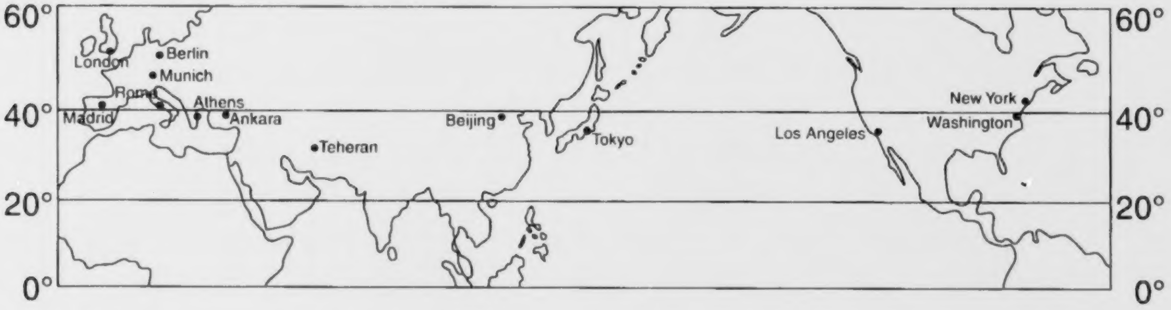
Strategies

Both location and climate have significant influence on people. Make a transparency of Teacher Resource 1.3, "Latitude of Major Cities" and project the map for all students to see. Ask "What U.S. city and German city is located at about the same latitude? [Answer-Seattle or Duluth in the north of the US are about the same latitude as Stuttgart or Munich in the south of Germany]. Since Germany is so far north, what do you think the climate is like in Berlin?" The teacher should explain that the climate of Germany is much milder than most places, such as Canada, found at the same latitude. The mild climate is caused by the nearby Atlantic Ocean. A strong, warm ocean current called the Gulf Stream flows from North America toward Europe. *[NOTE: The United States lies far more to the south than most of the European countries, and Central and Northern Europe lie above, often far above the U.S./Canadian border. Refer again to the globe to show that Miami lies about 300 miles south of the pyramids at Gizeh; that Boston lies on a similar latitude as Rome.]*

Germany experiences a full range of seasons, although the seasonal temperatures are relatively mild (average approximately 66° in summer and 30° in winter). Distribute Worksheet 1.4, "The Four Seasons" and have students familiarize themselves with the landscape of Germany by correctly identifying the season (Frühling=spring, Sommer=summer, Herbst=fall, and Winter=winter) depicted in the photograph.

As a reinforcement activity, ask students to use the daily newspaper to record the daily temperature in a German city (Berlin is generally listed) and make a line graph comparing the temperature in the German city to the daily temperature in your city. Worksheet 1.5, "Daily Temperatures" may be used for this activity.

Latitude of Major Cities


60°
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Beijing
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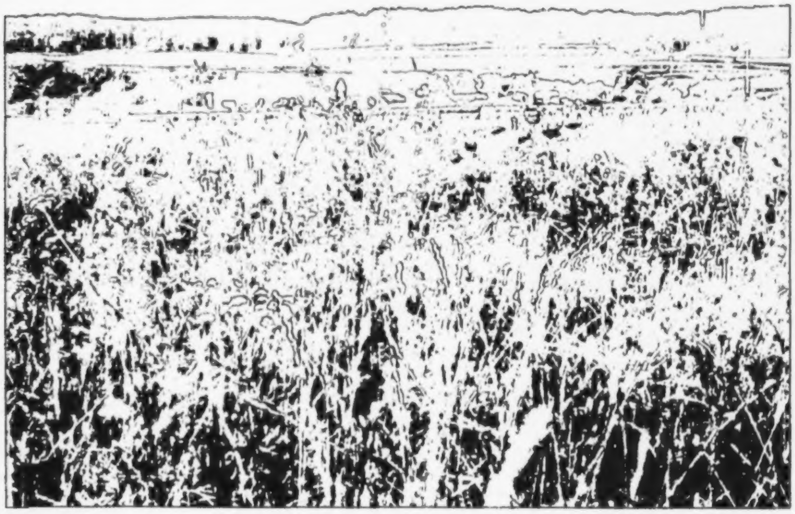
The Four Seasons

Page 1

Frühling = ______________________

(FREW-ling)



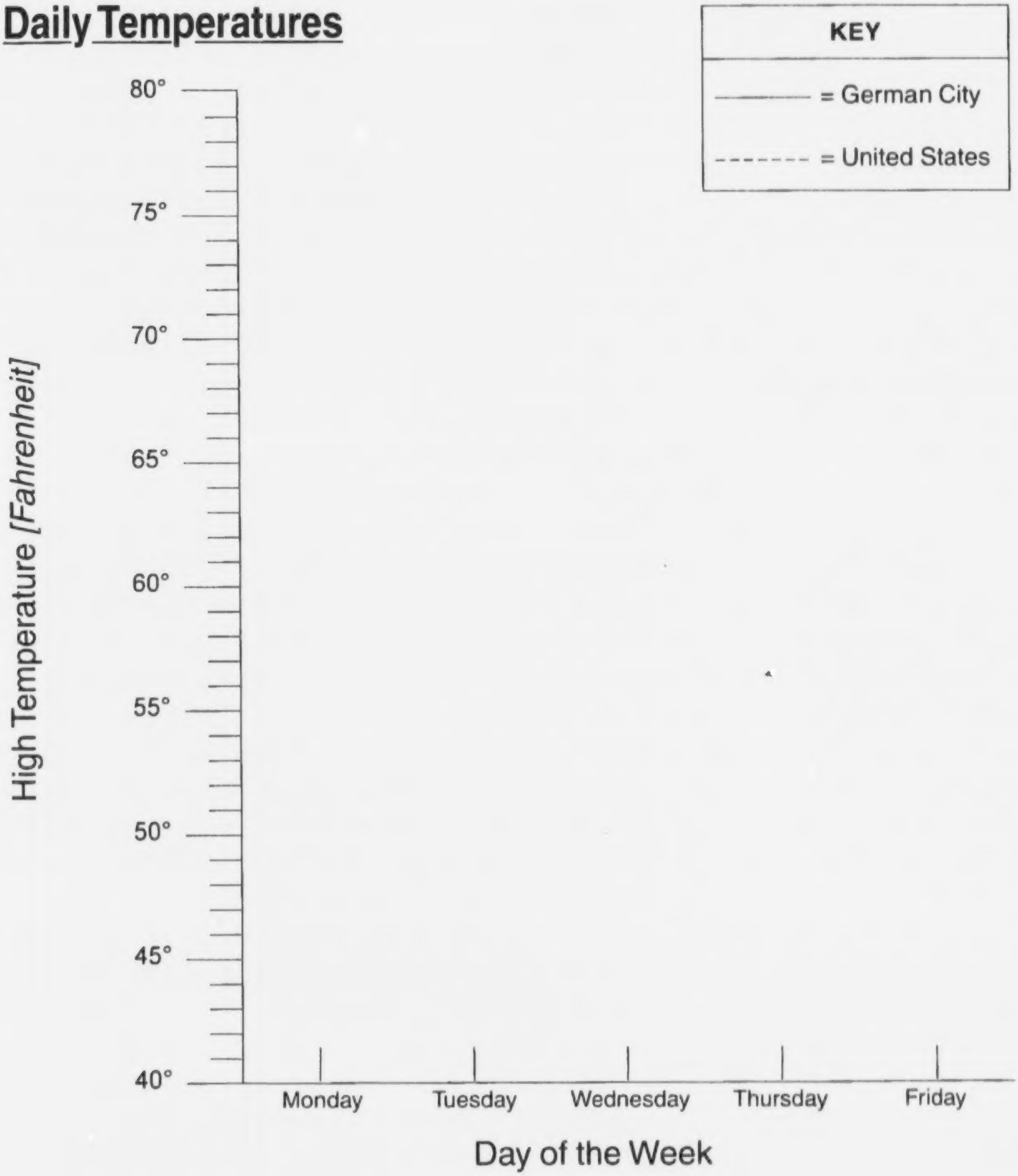
Sommer = ______________________

(ZOM-uh)

Herbst = ______________________
(hehrpst)

Winter =______________________
(VINT-uh)

Daily Temperatures



Lesson 4 What is the landscape of Germany?

Lesson Objectives

The student will describe the climate and topography of Germany.
The student will explain the relationship between climate and location.

Materials and Resources

- Worksheet 1.6 "Geography of Germany"
- Teacher Resource 1.4 "Beautiful Places in Germany"

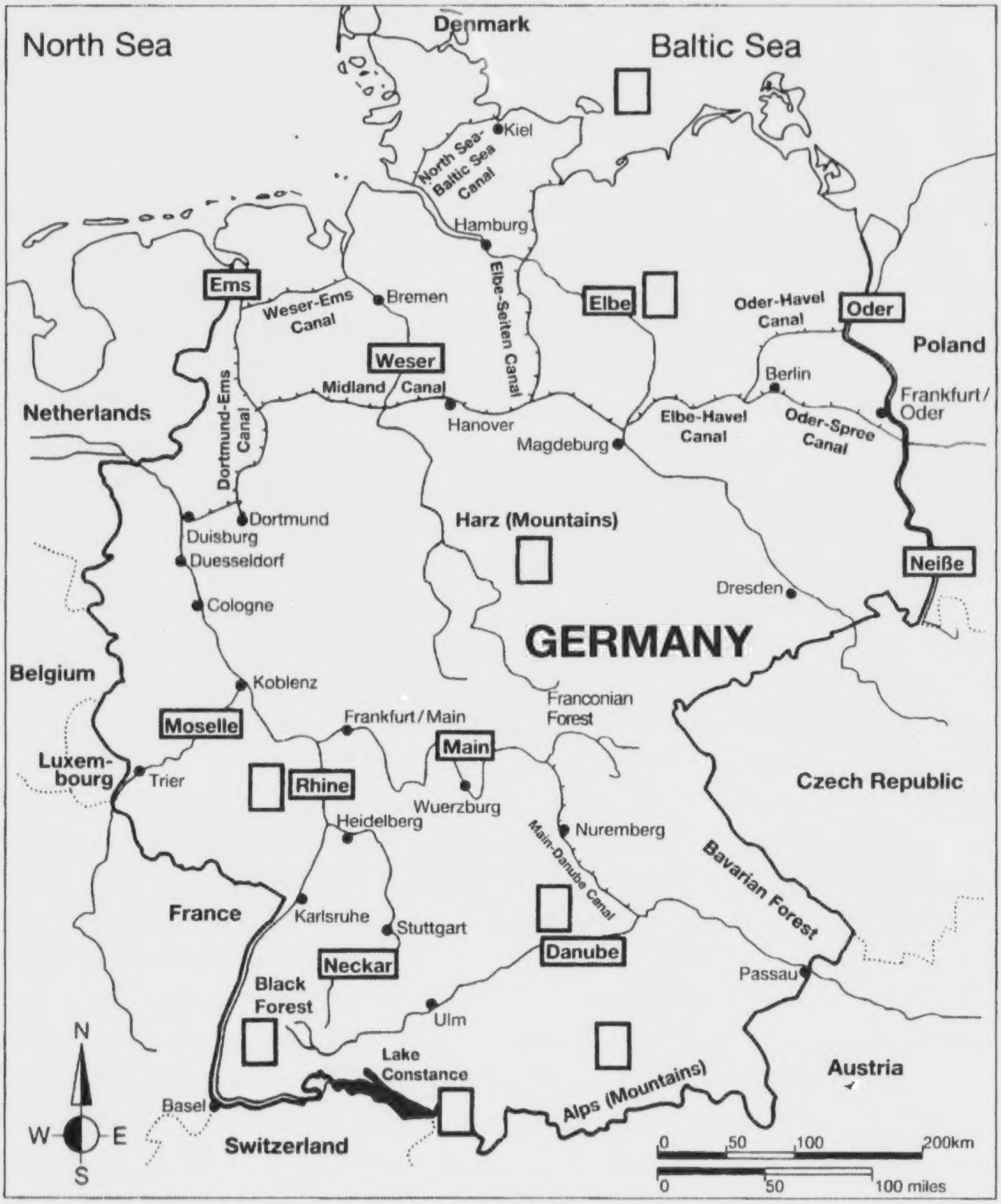
Strategies

Germany's geography rises from the flat lowlands in the north to the towering Alps Mountains in the south. Numerous rivers wind through the countryside. Germany's geography is varied; as a rule, the further south you go, the more mountainous the landscape. The northern part, where Bremen and Hamburg are located, is very flat. Since this area is on the sea, there is a lot of shipping. The ground is often wet and marshy. In the central part of Germany there is more heavy industry such as coal mining, chemicals and steel production. The land is fairly flat with a few hills, and is used for farming. All sorts of food are grown: grain, fruits, potatoes, vegetables, and corn and hay for farm animals. Along the Rhine River, grapes are grown to produce wine. In the southwest corner of Germany is the Black Forest, a large hilly area covered with tall pine trees, occasionally broken up by small villages. The rest of southern Germany is mainly rolling farming country. This is where the city of Munich is located. On the border of Germany with Switzerland and Austria, there is a series of lakes created by glaciers. This border is also where the Alps begin.

To help students identify various types of landforms, distribute copies of Worksheet 1.6, "Geography of Germany" to students. Next, show a transparency of Teacher Resource 1.4, "Beautiful Places in Germany." For each picture, read the clue from the chart below and ask students to write the corresponding number of the picture in the box on the map on the worksheet.

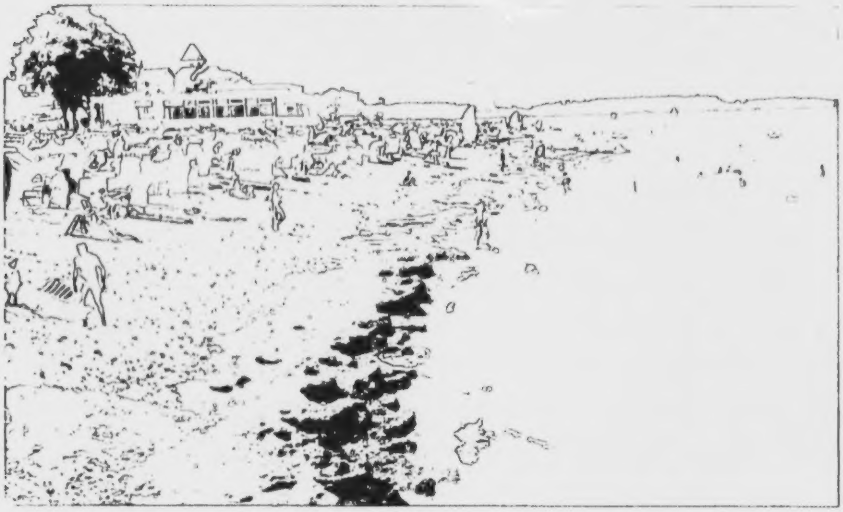
Picture Number	Place	Clue
1	Baltic Sea	Located on the coast, this large body of water is located northeast of Germany.
2	Lake Constance	This body of water is located on the southwestern border between Germany, Switzerland, and Austria.
3	Danube River	This river begins in the Black Forest and flows to the east across southern Germany.
4	Rhine River	This is the longest river in Germany; located in the western part of the country.
5	Elbe River	This river flows from Czech Republic past Dresden, Magdeburg, and Hamburg, and then empties into the North Sea.
6	Harz Mountains	These mountains are located in central Germany.
7	Black Forest	This area of Germany is famous for its tall trees and being the legendary setting of the fairy tale "Hänsel and Gretel."
8	Alps	Located in the southeast, these are the tallest in Germany.

Geography of Germany


North Sea
Denmark
Baltic Sea
Kiel
North Sea-Baltic Sea Canal
Hamburg
Ems
Weser-Ems Canal
Bremen
Elbe-Seiten Canal
Elbe
Oder-Havel Canal
Oder
Poland
Weser
Berlin
Frankfurt / Oder
Midland Canal
Netherlands
Hanover
Magdeburg
Elbe-Havel Canal
Oder-Spree Canal
Dortmund-Ems Canal
Dortmund
Duisburg
Harz (Mountains)
Neiße
Duesseldorf
Dresden
Cologne
GERMANY
Belgium
Koblenz
Franconian Forest
Moselle
Frankfurt / Main
Main
Luxembourg
Trier
Rhine
Czech Republic
Wuerzburg
Heidelberg
Main-Danube Canal
Nuremberg
Bavarian Forest
France
Karlsruhe
Stuttgart
Danube
Neckar
Passau
Black Forest
Ulm
N
Lake Constance
Austria
Basel
Alps (Mountains)
W
E
S
Switzerland
0
50
100
200km
0
50
100 miles

Beautiful Places in Germany

Page 1

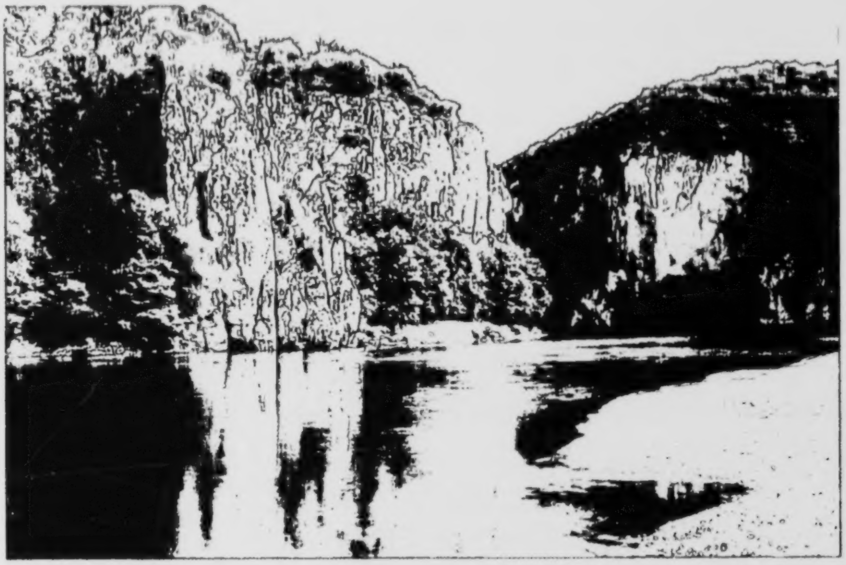


Photograph 1

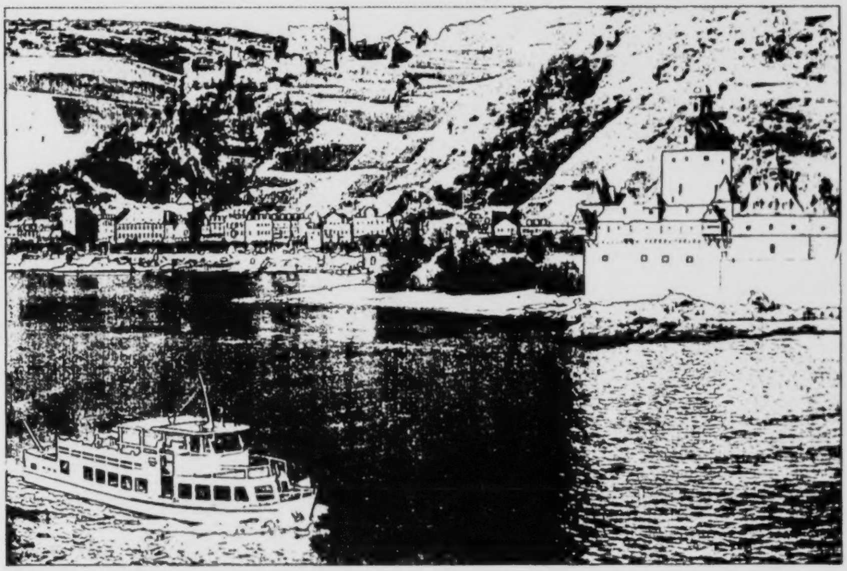
Photograph 2

Beautiful Places in Germany

Page 2

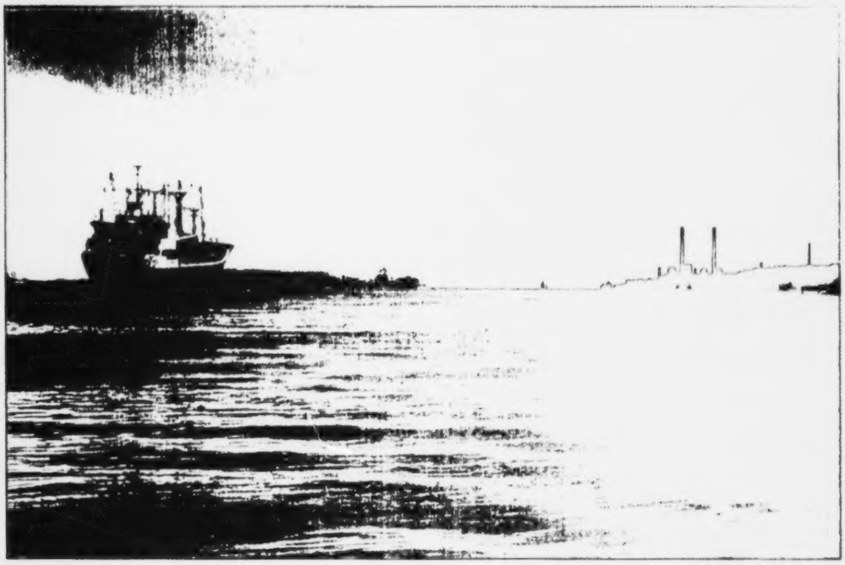


Photograph 3



Photograph 4

Beautiful Places in Germany



Photograph 5

Photograph 6

Beautiful Places in Germany

Photograph 7

Photograph 8

Topic 2 The People of Germany

Lesson 1 Who are the People of Germany?

Lesson Objectives The student will identify similarities and differences among the German people.

Materials and Resources

- Handout 2.1 "People"
- Handout 2.2 "Restaurants"

Strategies

Germans do not look or act very differently from Americans. Not all Germans have blond hair and blue eyes. Beginning in the 1950s, many people from different countries came to Germany looking for jobs. Today Germany has people who have come from as far away as Turkey, Pakistan, Vietnam, and Africa. Children in Germany dress much the same as American children. Few people wear traditional clothing any longer, such as a *Dirndl* (a dress with a full skirt and a close-fitting bodice) or *Lederhosen* (leather shorts). Some customs are different. People shake hands a lot more in Germany, almost every time they meet. If people go to dinner at a friend's house they often bring flowers for the host or hostess.

To demonstrate this point of cultural diversity, have students number 1 through 8 on a sheet of notebook paper. Show students the pictures on Handout 2.1, "People" and ask them to decide if the picture shows a person living in the United States (write "U.S." on your paper) or a person living in Germany (write "G" on your paper). When students finish, tell them that all the pictures show people who live in Germany. Debrief the lesson by asking such questions as:

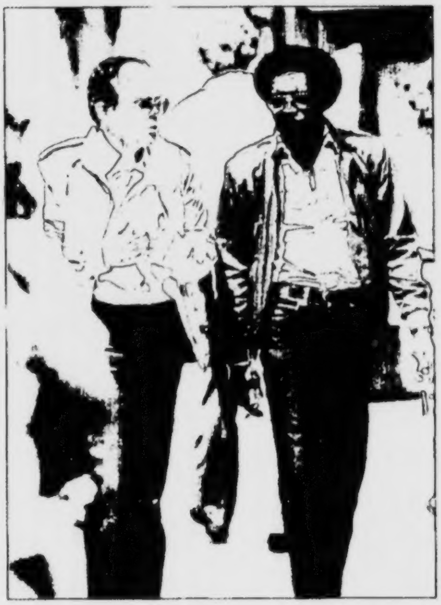
- What do these people have in common? (Possible answers: They are all Germans; they all live in Germany)
- What are some differences that you can see among the people in the pictures? (Possible answers: There are differences in age, gender, race, clothing)
- What are some less visible similarities and differences among the people in these pictures? (Possible answers: People's tastes, interests, talents and feelings may be alike or different; people may prefer certain clothes, foods, and activities; they may be good at different things; they may feel happy, sad or afraid at different times.)

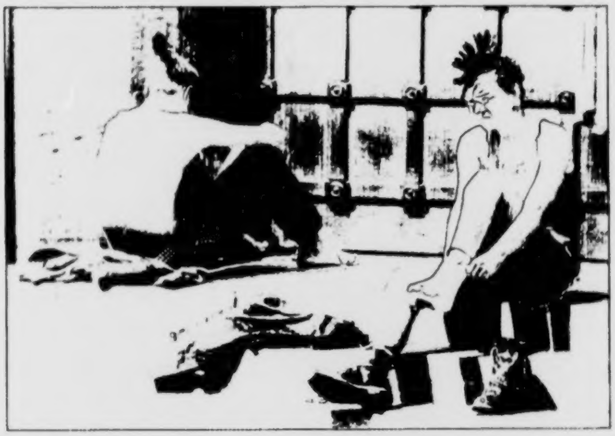
Repeat the lesson by asking students to number 1 through 6 on a sheet of notebook paper. Show students the pictures on Handout 2.2, "Restaurants". Again ask students to make an educated guess as to where the photograph was taken. Point out to students that ethnic diversity is in evidence through the types of restaurants found in a community (Italian, Mexican, American, German, Oriental). All of the photographs were taken in Germany. After students have correctly identified each of the photographs, ask such questions as

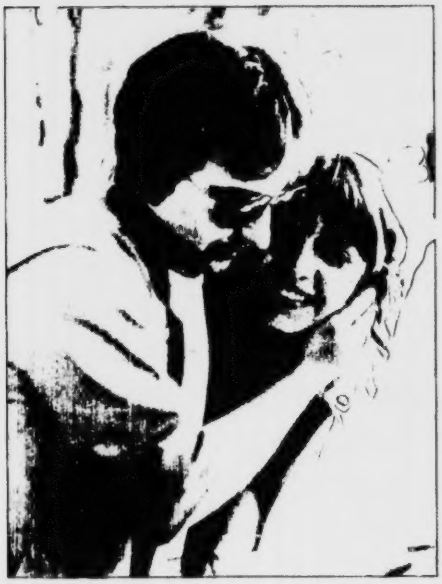
- Which of the photographs could have been taken in the United States? What evidence do you have?
- Which of the photographs were obviously taken in Germany? What evidence do you have?

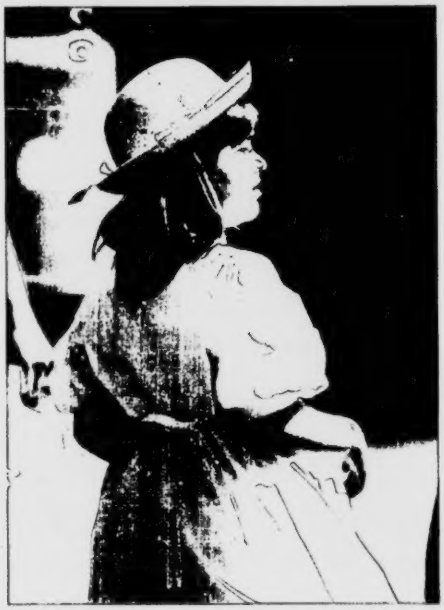
People

Page 1

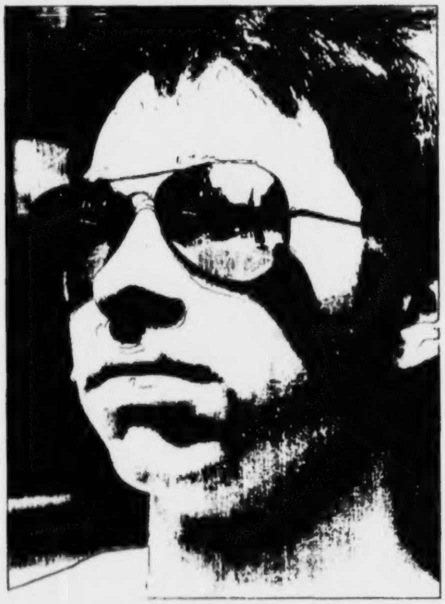

Photograph 1


Photograph 2

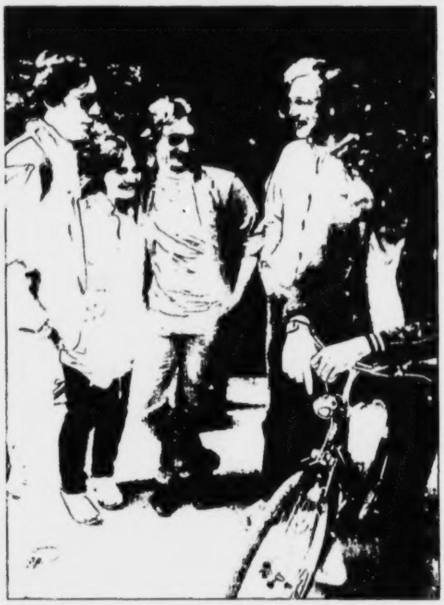

Photograph 3


Photograph 4

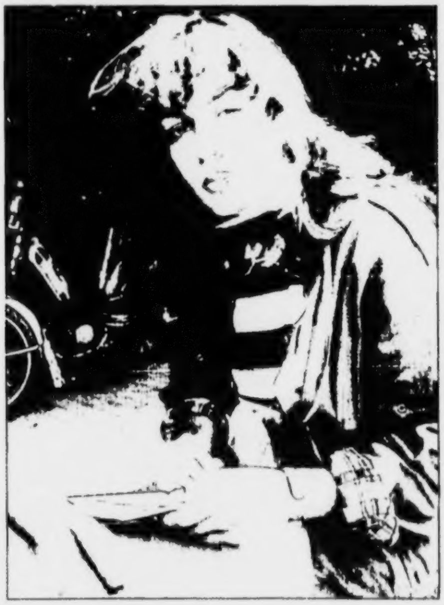
People



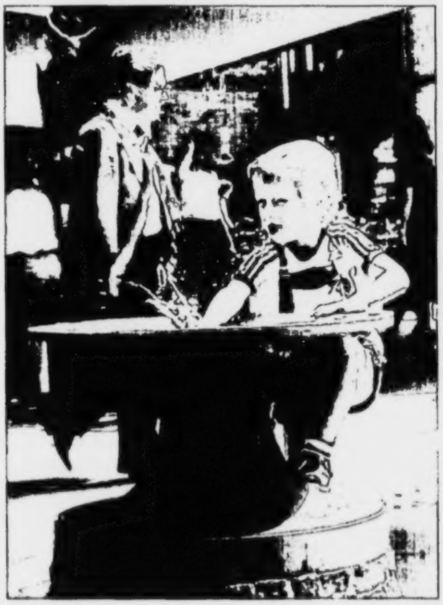
Photograph 5



Photograph 6



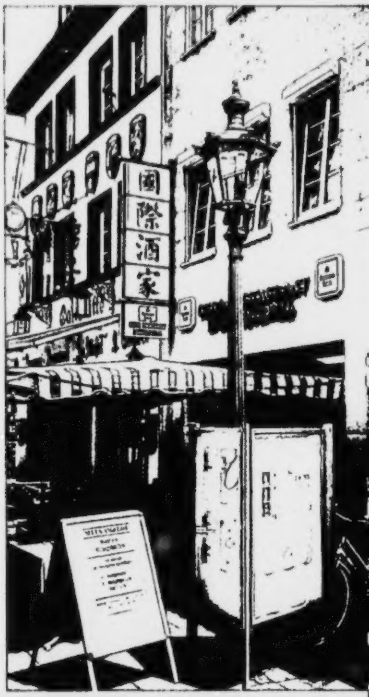
Photograph 7



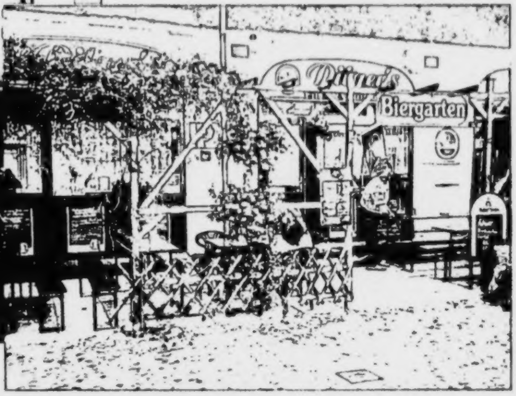
Photograph 8

Restaurants

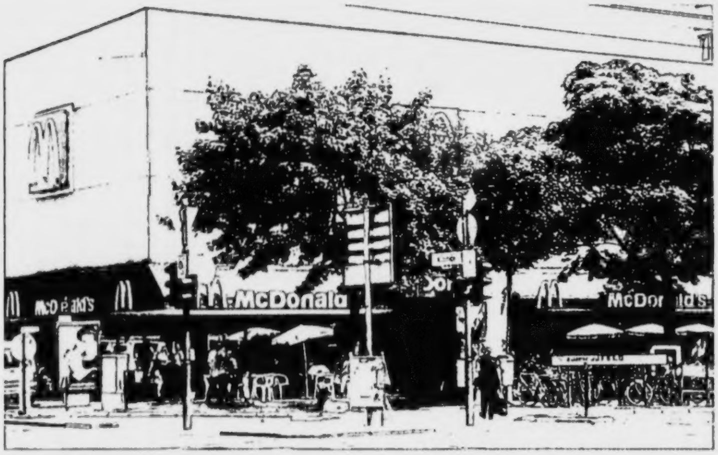
Page 1



Photograph 1

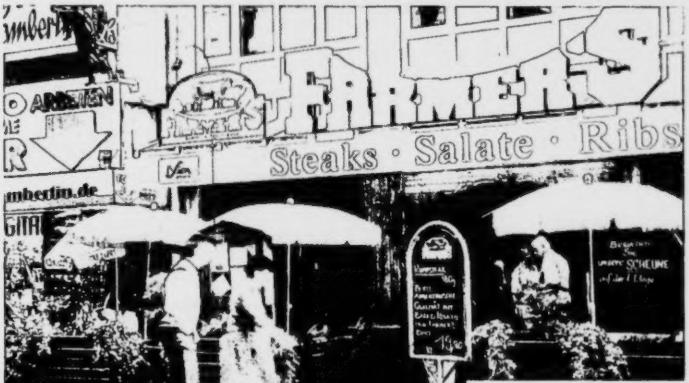

Biergarten

Photograph 2

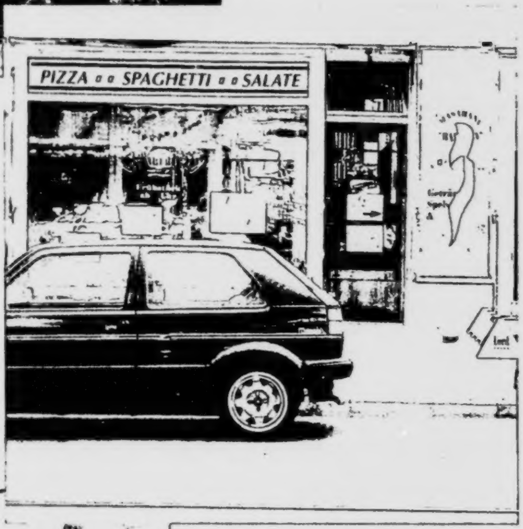

McDonald's
McDonald's

Photograph 3

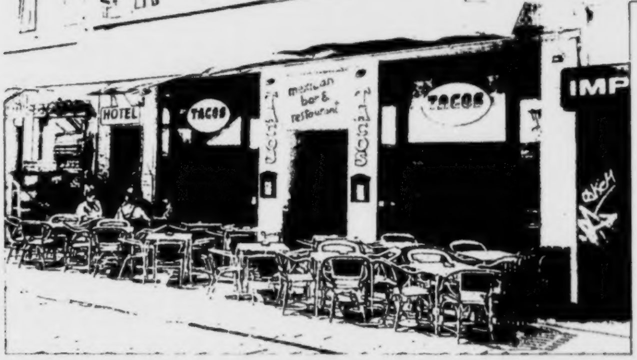
Restaurants Page 2


FARMER'S
Steaks · Salate · Ribs

Photograph 4


PIZZA ▫▫ SPAGHETTI ▫▫ SALATE

Photograph 5


HOTEL
TACOS
mexican bar & restaurant
TACOS
IMP

Photograph 6

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Lesson 2 What is the German Language?

Lesson Objectives The student will explain the relationship between language and culture.

Materials and Resources

- Worksheet 2.1 "English/German Terms"
- Teacher Resource 2.1 "Greetings"

Strategies

English and German come from a common source called Germanic languages. Around the year 400, Germanic-speaking tribes from northern Germany sailed to the British Isles and took their language with them. That's why many English and German words are similar:

English	German
house	Haus
wind	Wind
water	Wasser
father	Vater
mother	Mutter
good	gut
peppermint	Pfefferminz
apple	Apfel
fish	Fisch

The first German settlers came to America on October 6, 1683, which is commemorated as German-American Day. German has always been spoken in the United States, and German books and newspapers have been printed in America. Today we learn each other's language in school.

To introduce students to the German language, distribute Worksheet 2.1, "English/German Terms." Ask students to complete the chart by adding the English translation of the German word. Have students practice repeating the words orally. The teacher may wish to make flash cards with an English word on one side and the German word on the opposite side. Also, labeling selected items in the classroom will show students similarities in the two languages:

English	German	Pronunciation
desk	Tisch	tish
chair	Stuhl	shtool
window	Fenster	FEHNST-uh
door	Tür	tewr
light	Licht	likht
school	Schule	SHOOL-uh
clock	Uhr	OO-were
boy	Junge	U-nger
girl	Mädchen	MAYT-khen
book	Buch	bookh
pen	Kugelschreiber	KOOG-el-shreyeb-uh
pencil	Bleistift	BLEYE-shtift
dictionary	Wörterbuch	VER-tehr-bookh
teacher	Lehrer (male) Lehrerin (female)	LAYR-uh LAYR-uh-rin

[Note that all nouns in the German language begin with a capital letter. This is true even when they appear "inside" a sentence.]

Teacher Resource 2.1, "Greetings" is provided for teachers desiring to teach students frequently used expressions in the German language. Explain to students that adults in Germany only refer to each other on a first name basis if they are personal friends in a social setting. Business associates and casual friends are referred to as Mr. or Mrs. [Herr, Frau, whereas the form for "Miss" = "Fräulein" has become very outdated in both countries].

The German language is also spoken in Switzerland and Austria. For more information about these countries, contact their embassies in Washington, D.C.

English/German Terms

Page 1

Numbers

English	German	Pronunciation
0	null	nul
1	eins	eyenss
2	zwei	tsveye
3	drei	dreye
4	vier	feer
5	fünf	fewnf
6	sechs	zehks
7	sieben	ZEEB-en
8	acht	ahkht
9	neun	noyn
10	zehn	tsayn

Colors

English	German	Pronunciation
black	schwarz	shvaarts
blue	blau	blow
brown	braun	brown
gray	grau	grow
green	grün	grewn
pink	rosa	ROH-zaa
red	rot	roht
white	weiß	veyess
yellow	gelb	gehlp

Months

English	German	Pronunciation
January	Januar	YAA-noo-aar
February	Februar	FAY-broo-aar
March	März	mehrts
April	April	ah-PRIL
May	Mai	meye
June	Juni	Yoon-ee
July	Juli	Yool-ee
August	August	ow-GOOST
September	September	zep-TEHM-buh
October	Oktober	ok-TOH-buh
November	November	no-VEHM-buh
December	Dezember	deh-TSEHM-buh

Days

English	German	Pronunciation
Monday	Montag	MOHN-taak
Tuesday	Dienstag	DEENS-taak
Wednesday	Mittwoch	MIT-vokh
Thursday	Donnerstag	DON-ehrs-taak
Friday	Freitag	FREYE-taak
Saturday	Samstag	ZAHMS-taak
Sunday	Sonntag	ZON-taak

English/German Terms

The Weather

English	German	Pronunciation
It is ______.	Es ist ______.	ehs ist ______.
hot	heiß	heyess
warm	warm	vaarm
cold	kalt	kahlt
cool	kühl	kewl
sunny	sonnig	ZON-ikh
windy	windig	VIND-ikh
It is ______.	Es ______.	ehs ______.
raining	regnet	RAYG-net
snowing	schneit	shneyet

Greetings

English	German	Pronunciation KEY
Good morning!	Guten Morgen	GOOT-en MORG-en
Good day!	Guten Tag	GOOT-en taak
Good evening!	Guten Abend	GOOT-en AAB-ent
Good night!	Gute Nacht	GOOT-e nahkht
Please	Bitte	BIT-eh
Thank you!	Danke	DAHNK-uh
Excuse me.	Verzeihung	fehr-TSEYE-ung
You're welcome.	Bitte	BIT-eh
Yes	Ja	yaa
No	Nein	neyen
Good-bye	Auf Wiedersehen!	owf VEED-uh-zayen
My name is . . .	Ich heiße . . .	ikh HEYESS-eh
What is your name?	Wie heißen Sie? [formal]	vee HEYESS-en zee?
	Wie heißt du? [informal]	vee HEYESST do?

Lesson 3

How do Germans meet their basic needs?

Lesson Objectives The student will identify ways German families satisfy basic needs.

Materials and Resources

- Worksheet 2.2 "Needs and Wants"

Strategies

People in all parts of the world must meet their basic needs of food, clothing and shelter. To help students practice discriminating between "needs" and "wants", distribute Worksheet 2.2, "Needs and Wants" for students to complete. The nine items on the sheet are representative of German stores and shops.

Needs

Photo 1	meat/bread/cheese	Sold at "deli" counters; bread is baked daily and sold in unsliced, unpackaged loaves
Photo 3	groceries	large grocery stores are common; people still shop frequently at neighborhood stores; homes have very small refrigerators
Photo 5	vegetables	frequently purchased fresh at farmer's markets in the town square once or twice each week
Photo 6	house	many different types of homes are found in Germany [see Topic 3 for more details]
Photo 9	clothes	sold in stores much like those in the United States

Wants

Photo 2	dessert	pastry shops are very common
Photo 4	pretzel	traditional Bavarian bread
Photo 7	flowers	grown in small gardens and pots, frequently given to the lady of the house as a gift
Photo 8	bicycle	popular mode of transportation for both children and adults

Needs and Wants

Photograph 1 © Bilderbox

Photograph 3

Photograph 2

Needs and Wants

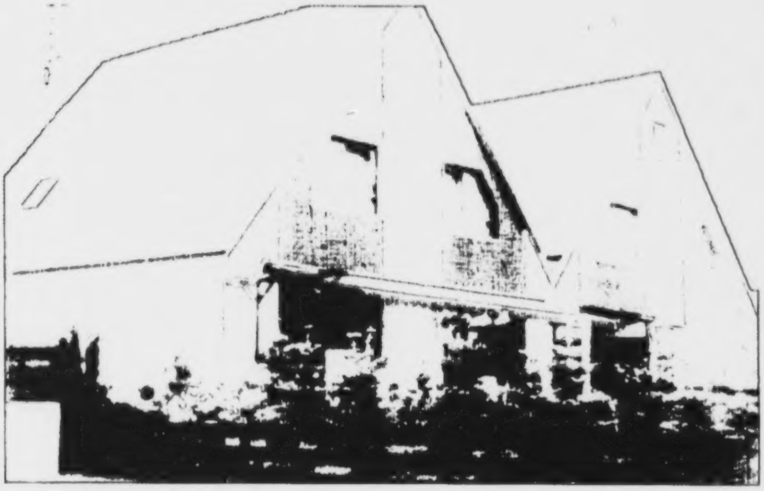
Page 2

KÄSE
AUS DEM
ALLGÄU

Photograph 4

Photograph 5

© Bilderbox

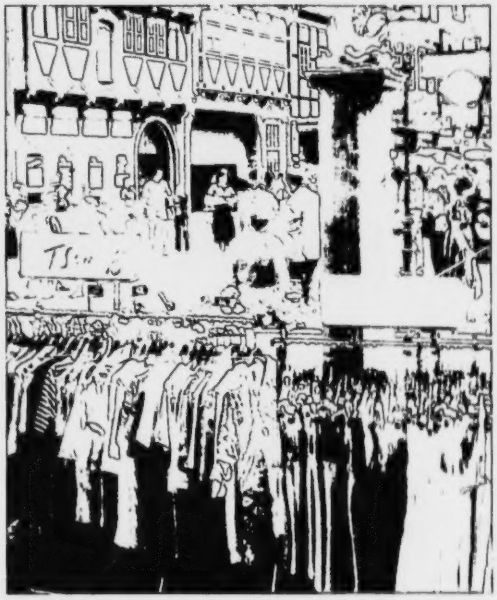


Photograph 6

Needs and Wants

Page 3

Photograph 7



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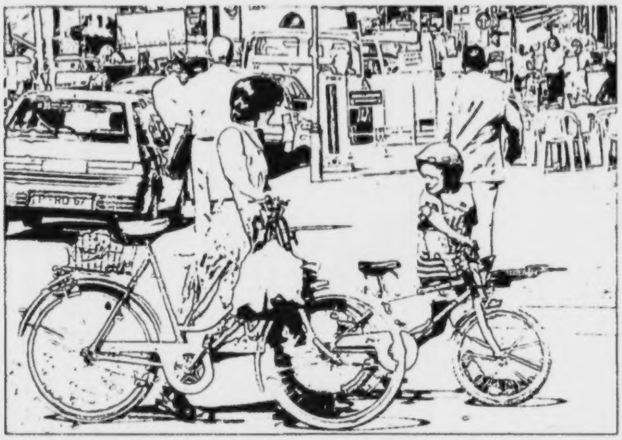


Photograph 8

© dpa

Lesson 4 What do children study in German schools?

Lesson Objectives

The student will compare and contrast daily life of a family in Germany to a family in the United States.
The student will describe characteristics of a "typical" day in the life of a German child.

Materials and Resources

- Teacher Resource 2.2 "Going to Elementary School in Germany"
- Handout 2.3 "A 'Typical' School Day in Germany"

Strategies

Cultural traits and values are influenced not only by the use of leisure time, but by the educational system. Begin the discussion of schools in Germany by asking students to generate a list of questions they would like to have answered about elementary school in Germany. The information in Teacher Resource 2.2, "Going to Elementary School in Germany" should provide the answers to most of the students' questions.

Next, show the students the photographs on Handout 2.3, "A 'Typical' School Day in Germany." Students should examine the photographs and make a list of events which occur at a German school. Students should note how the children are dressed, how the classroom is furnished and decorated, and the activities in which the students are engaged. The teacher should lead a discussion in which the following points, among others, are noted:

- student dress in Germany is similar to clothing worn by students in the United States
- students in Germany work on activities individually, in small groups, and large groups
- students in Germany study science, math, and social studies
- classrooms in Germany "look like" classrooms in the United States with chalkboards, student work displayed, and desks.

During the afternoon and evening, students must complete lengthy homework assignments. In addition, many students enjoy being involved in community activities such as sports, music lessons, and playing with their friends.

Going to Elementary School in Germany

Frequently Asked Questions and Answers

When do children begin school?

Usually, German children begin school when they are 6 years old. To celebrate the first day of school, parents or friends give the children a *Schultüte,* a big colorful cone filles with candy and school items such as a pencil case and a *Füller* (fountain pen). The fountain pen is the tool with which most school children are required to write.

What kinds of schools are there in Germany?

The school system in Germany is very different from the United States. Everyone goes to the *Grundschule* (elementary school) for grades 1 through 4. After the 4th grade, the children, their parents and their teachers choose the track in which the children will continue their schooling. Many go to the *Gymnasium* for grades 5 to 13, which prepares them for the university. Other children go to either the *Hauptschule,* the *Realschule (secondary school grades 5–10),* or the *Gesamtschule* (comprehensive school).

What are school schedules like?

In general, school starts at 8:00 a. m. and ends around 1:00 p.m. There is usually a short recess period around 10:00. Children go home at 1:00 p.m., when most families eat their biggest meal of the day, the *Mittagessen,* which is usually a hot meal. Although they get out of school early, they have a lot of homework to keep them busy in the afternoon. In some states, German children also have school on Saturdays.

What kind of classes do they take?

The classes are very similar to classes in the United States in the way they are taught, but some of the subjects are different. Children learn math, science, reading, music, and history. They also have a gym class and in 5th grade they start to learn a foreign language. English is the foreign language most people learn, but some children also take French. Later on they learn other languages.

Do they have many vacations?

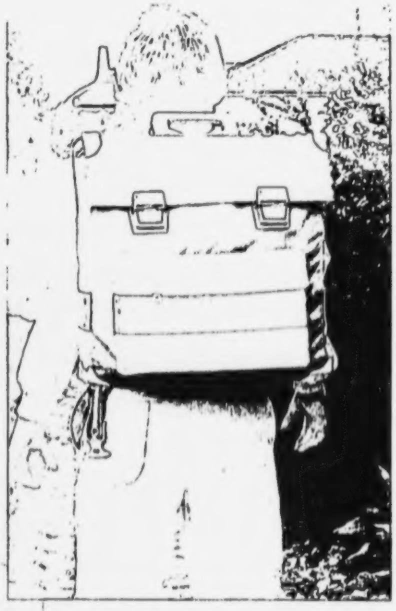
German children have a shorter summer vacation than children in the United States. They only have six weeks off in the summer. It is common for families to travel during vacation to such countries as France, Greece, Turkey, Italy, Austria, Spain, or Denmark. More and more people are also visiting the United States. Since the summer vacation is so short, they have a two-week vacation around the holidays in December and January. There is another two-week vacation at Easter and one week in the fall. In addition, children have the day off on many religious and national holiday.

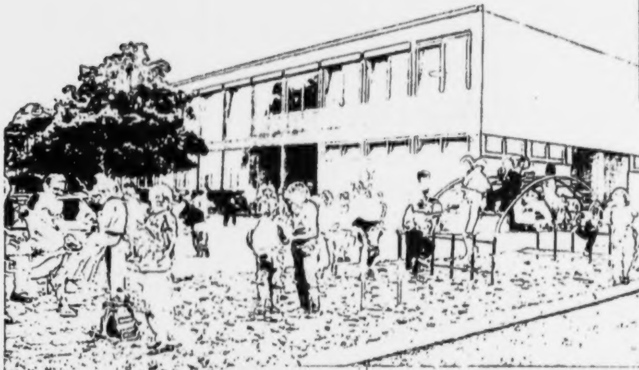
Are German children good students?

Just as in the United States, there are good, average, and poor students in Germany. Instead of using the A–F letter grading scale, German students receive numerical grades of 1–6 with 1 being the highest, or best score.

A "Typical" School Day in Germany

A "Typical" School Day in Germany





Lesson 5 What do German children do in their free time?

Lesson Objectives The student will compare and contrast daily life of a family in Germany to a family in the United States.

Materials and Resources

- Teacher Resource 2.3 "Leisure Time"

Strategies

The most popular sport in Germany is soccer (called *Fußball* in Germany). Children start playing it at a very early age. This is one of the reasons why a German team is usually among the finalists of the World Cup soccer competition that is held every 4 years. Football and baseball are not typical German sports, but basketball and ice hockey are popular. Children are also introduced to track and field events at a young age. They also play a game called Handball, which is like soccer, except that the ball is thrown instead of kicked. Many girls prefer doing gymnastics or dancing ballet. Like children in the United States, German children like horseback riding, swimming, tennis, and volley-ball. Skiing, skating and sledding are popular winter activities.

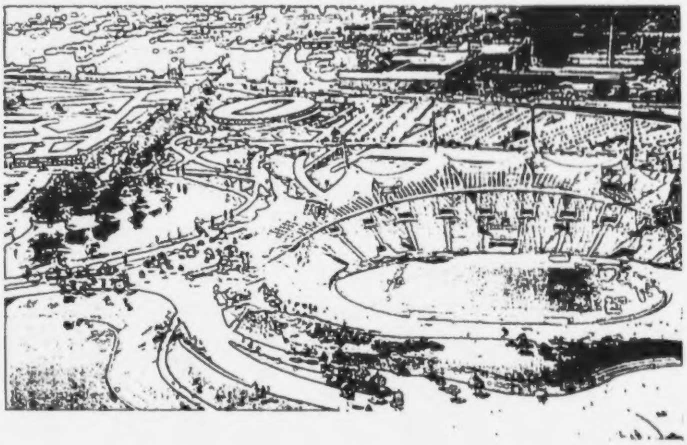
In addition to sports, many Germans also enjoy attending concerts, eating with family and friends at a sidewalk café, visiting a park, reading a book or magazine, growing flowers and vegetables in a home garden, watching television, playing computer games, etc. Teacher Resource 2.3, "Leisure Time" can be used as a visual depiction to introduce some of the favorite pastimes of the Germans to students. The teacher should help students generate a list of leisure time activities they enjoy. The survey should include such items as watching television, listening to music, reading, hobbies/clubs, playing computer games, attending theater/concerts, visiting museums, and community education courses. Use the list to survey students as to their personal leisure time activities and then tally the results into an appropriate graph. The teacher should then lead a class discussion of the similarities and differences of leisure time activities in the two countries.

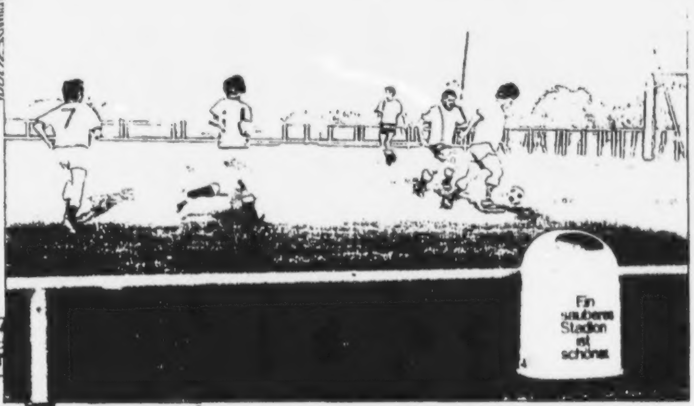
Leisure Time

Page 1

Leisure Time

Page 2

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sauberes
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Newsweek
Vorwärts
Herald Tribune
Frankfurter Allgemeine
ZEIT
Anadolu
STUTTGART
CORRIERE DELLA SERA
Todesspritze in Münchner Klinik
DIE WELTWOCHE

Lesson 6

What is the "typical" day like for a child in Germany?

Lesson Objectives

The student will describe characteristics of a "typical" day in the life of a German child.

Materials and Resources

- Teacher Resource 2.4 "Photo File on Lisa Berger"
- Teacher Resource 2.5 "Lisa Berger Narration"

Strategies

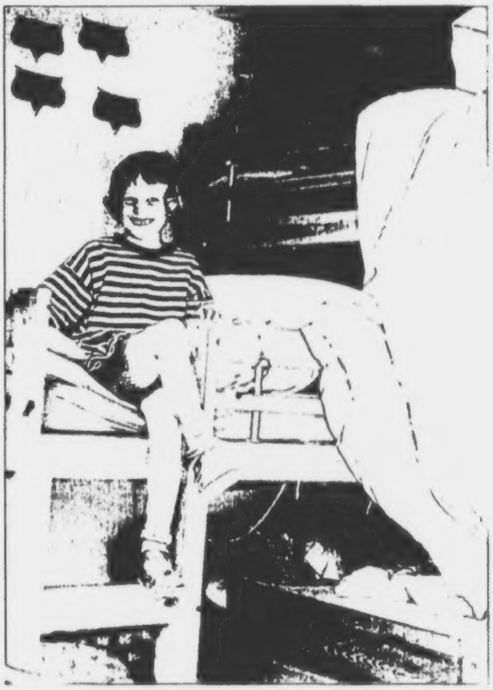
Observations about a single German family cannot be labeled "typical", but they can provide a useful basis for comparisons with family life and culture found in the United States. Begin this lesson by explaining to students that they are going to be introduced to a girl from a German family living in Tübingen, Germany. In groups, they will examine a set of the photopraphs (Teacher Resource 2.4) of a day in the life of Lisa [pronounced LEE-za] Berger, a second grade student. As each photograph is displayed, the teacher will pose questions for students to answer. Teacher Resource 2.5, "Lisa Berger Narration," may be used by the teacher to guide the discussion.

After discussing the photographs with the class say, "Now you've met Lisa, our new German friend. Let's imagine that she will be visiting the United States soon. To prepare for her visit, we will make a class book to tell her about our lives." Have students divide a large sheet of construction paper into five parts. They can draw or write about the following five topics as it relates to their own lives: (1) breakfast; (2) travel to school; (3) school day; (4) after school activities; (5) family recreational time. Later, they can present their pictures to the class, and all can be placed on the bulletin board comparing family life in the two countries.

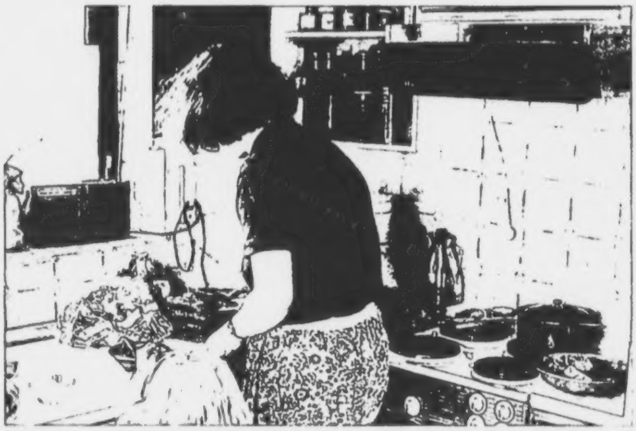
This activity and the related photographs were developed by Ann and Bill Tinkler and were adapted from an unpublished lesson, 1993.

Photo File on Lisa Berger

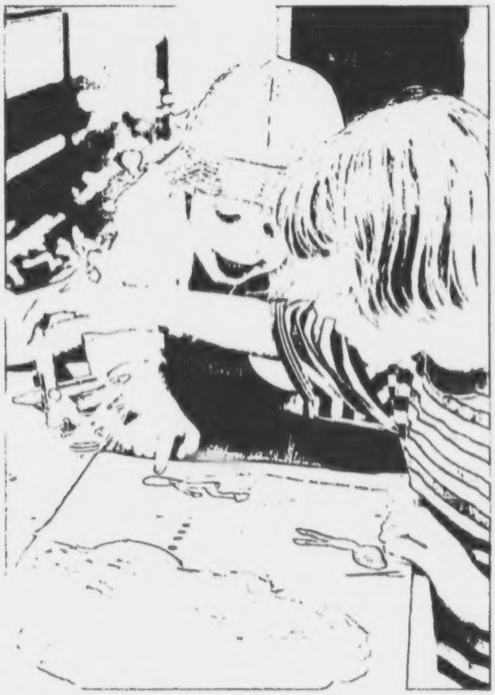
Page 1



Photograph 1



Photograph 2



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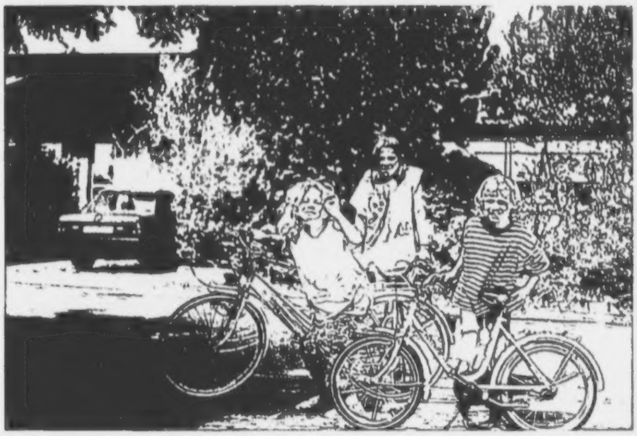
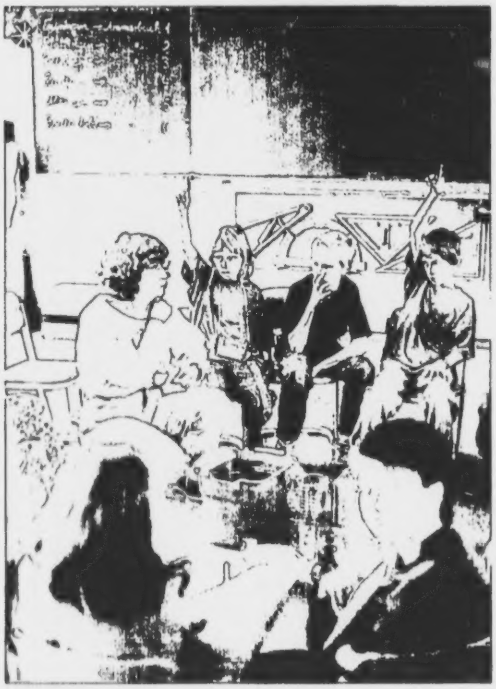


Photograph 3

Photo File on Lisa Berger

Page 2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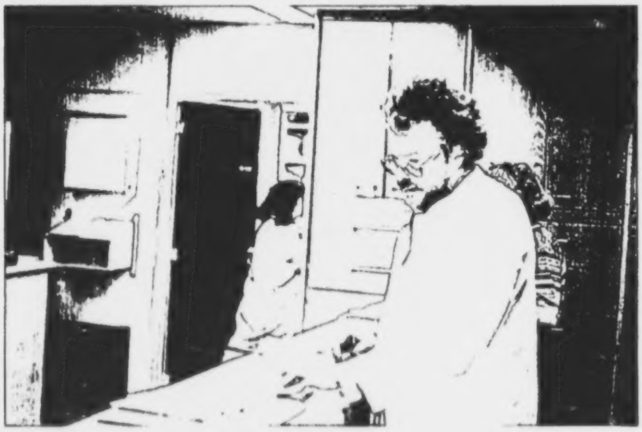
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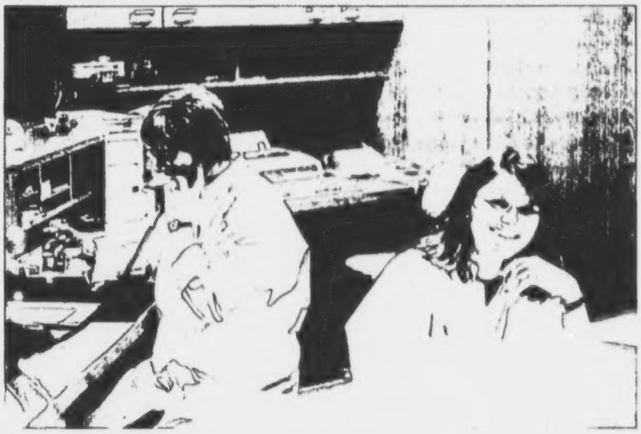
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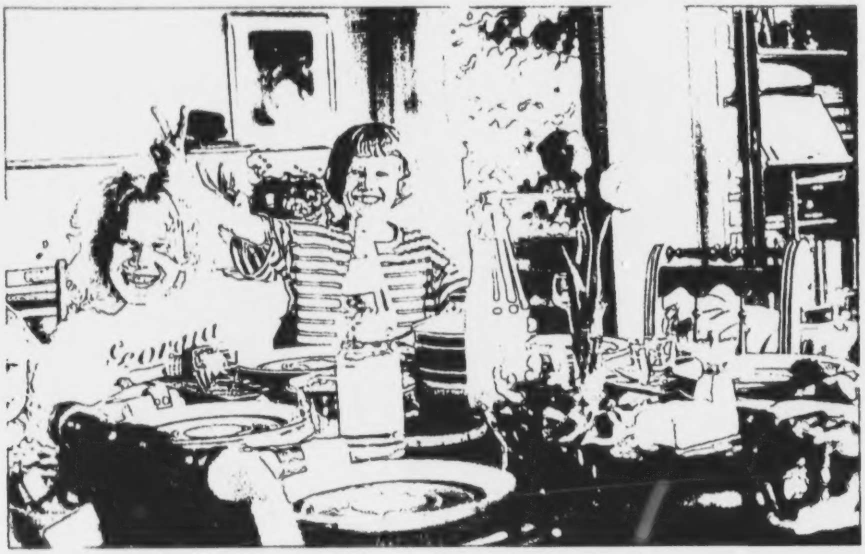
Photo File on Lisa Berger



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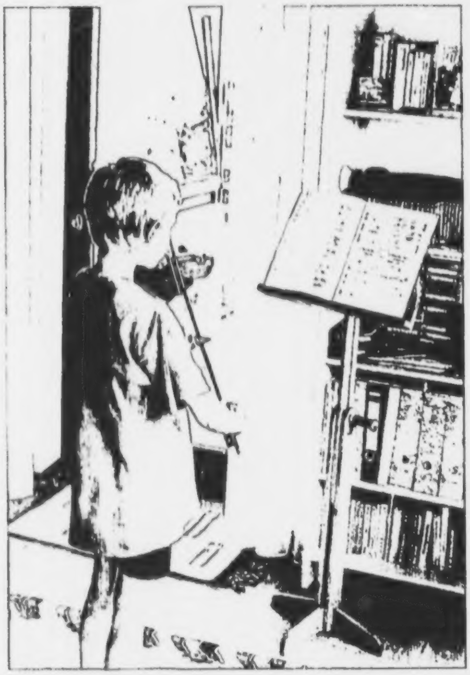
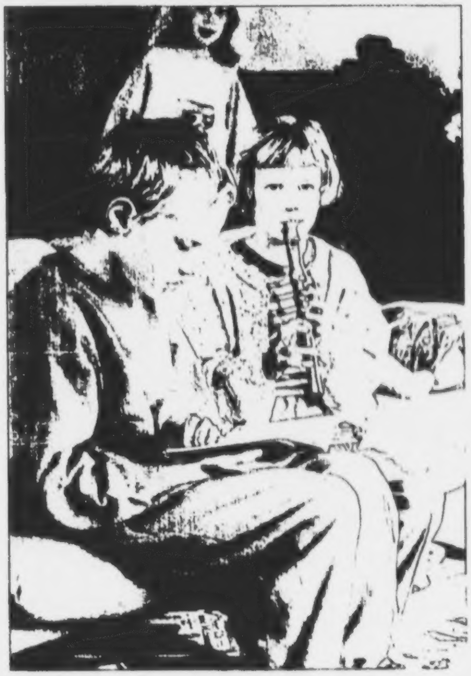


Photograph 9



Photograph 10

Photo File on Lisa Berger

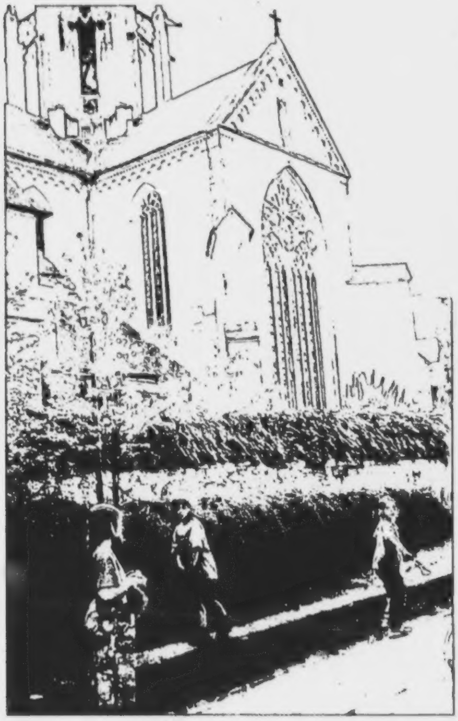
Page 4

Photograph 11

Photograph 12

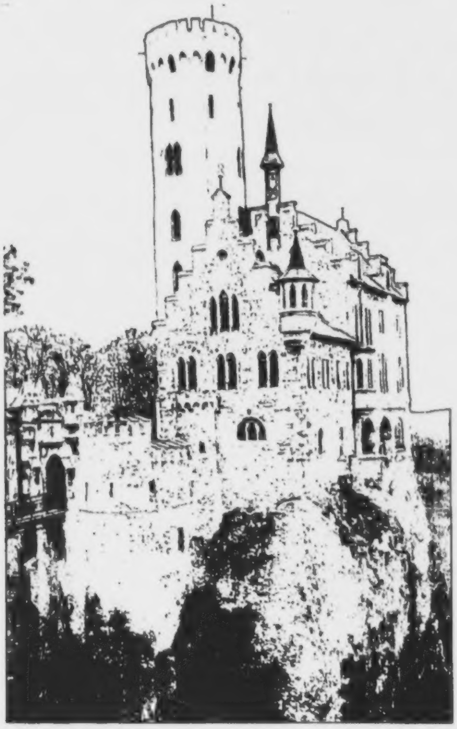
Photograph 13

Photo File on Lisa Berger



Photograph 14

Photograph 15



Photograph 16

Photo File on Lisa Berger

Photograph 17

Photograph 18

Lisa Berger Narration

Photograph 1	Lisa rises for the day and gets dressed for school around 7:00 a.m. Does her room look like yours? How are the two rooms different? How are they the same?
Photograph 2	The familiy often works together to make breakfast. They eat a cereal called *Müsli* (filled with natural grains and seeds) fruit and bread. Sometimes they also eat yoghurt. What do you eat for breakfast?
Photograph 3	Lisa has an older sister named Almut (AL-moot), an older brother named Christoph (KRIS-toff) and a younger sister named Hannah. Today they are planning to ride their bikes to school. How do you get to school?
Photograph 4	Lisa enjoys painting or drawing pictures that go with the stories that she reads. Do you like art? Do you like stories? What are your favorite ones?
Photograph 5	Lisa's teacher often sets up activity stations (learning centers) and teachers the class in small groups. How do the students in your class learn about things?
Photographs 6 & 7	Lisa's father is a medical doctor. He has his own office where patients come. Lisa's mother works in the office. She pays the bills and does types of paper work for the medical office. What do your parents do each day? Tell about their jobs.
Photograph 8	Lisa comes home from school at 12:30 p.m. Almut, who is in fifth grade, returns one-half hour later from the gymnasium (prep school). The family eats lunch at 1:00 p.m. At what time do you get home from school? When do you eat lunch?
Photographs 9 & 10	Afer school, Lisa takes music lessons to be able to play the "recorder". Her older sister also plays the recorder, and brother Christoph is learning to play the violine. Are you taking music lessons? What instrument are your learning to play?
Photograph 11	Lisa also participates in a sports club with children her own age. Around the house the children sometimes play "Verstecken" [pronoundec *fairSTEK-en*]. This means "hide-and-seek in the back yare" in German. What do you like to do after school? Do you play sports or games? What are some recreational activities that you do after school?
Photograph 12	Sometimes, after her music lesson, Lisa goes with her mother into one of the shops in town. They may go to a vegetable market or a florist shop to buy flowers. They often shop for fresh fruits and vegetables as well. What are some special things your family likes to buy? Where does your family go to shop?
Photograph 13-15	On spring weekends Lisa's family likes to go on picnics at a park near an old monastery in Tübingen. The monastery is hundreds of years old. Many buildings in this town are very old and beautiful. Where does your family go for special picnics? Are there places near your town that your enjoy visiting?
Photograph 16 & 17	When Lisa's family finishes their picnic, it is only a short drive to visit an old castle (700 years old!). Also nearby are some ancient ruins of a Roman estate (1,700 years old!). Are there any historical sites near where you live that are this old?
Photograph 18	On their way home, Lisa's family stops and chats with some neighbors. In what kind of neighborhood do you live? How do you spend time with your nighbors? How is family life in Germany like your life in the United States?

Topic 3

Neighborhoods and Communities in Germany

Background Information

Before beginning this topic, the teacher may wish to share the following information about Germany with students.

"It is generally known that Germanic tribes do not live in towns – they live in individual farmsteads far apart from each other." This is how Tacitus, the Roman historian, described the settlement pattern of Germanic peoples. The few towns which did exist up to 1,000 A.D., such as Trier, Cologne, Augsburg or Regensburg, were almost always founded on former Roman camps. These few towns often became the centers of the spreading Christian religion. Later, towns developed around points of settlements such as castles, river crossings or at the crossing points of European trade routes. People came together for protection during dangerous times or where there was the prospect of good business.

The princes also came to recognize the advantage of these settlements. They obtained customs, duties and taxes, rare goods to sell and good craftsmen to make needed articles. The towns attracted adventurers, disinherited nobles and escaping peasants. Then, between 1100 A.D. and 1250 A.D., the number of towns grew rapidly. After living in the cities for a specific period of time, the peasants would be free. In turn, the prosperity of the settlements grew and so did the self-confidence of the people. Eventually, they built fortifications around their cities and made their own laws.

The towns began to recognize their independence by freeing themselves from the guardianship of their overlords, whether a bishop of the church or a nobleman. This freedom was not acquired without struggle and bloodshed, but as a result the citizens developed their own police, courts, governmental leaders and military defense.

The most important people in the cities were the business people. Only they sat on the town council and dealt with the business of government. Later, from the 13th to the 15th centuries, a second powerful class fought and won its share of economic and social control in the German cities. These were the craft guilds which controlled the price, quality and number of manufactured goods. Eventually, the craft guilds became so strong they were able to place representatives on the town councils.

Nothing showed more clearly the skill of the craftsmen and the prosperity of the towns than the huge Gothic churches climbing toward the heavens. The Cathedral of Cologne, for example, took centuries to complete. The slim, high towers, the window arches reaching upward and the rich decoration, both inside and outside, bear witness to the affluence of the city which was paying for the work.

Lesson 1

What were communities like in Germany long ago?

Lesson Objectives The student will explain how communities developed and grew in Germany.

Materials and Resources

- Teacher Resource 3.1 "Munich"
- Teacher Resource 3.2 "Rothenburg"
- Handout 3.1 "Map of Tübingen"
- Handout 3.2 "Important Places in Tübingen"
- Handout 3.3 "Tübingen in Pictures"
- Art Supplies (markers, crayons, glue, color paper, scissors)

Strategies

If you went to Germany today, you would notice many differences from the United States, but also many similarities. In most German cities there are more old buildings – many built long before the United States existed. In older sections of German cities and towns, the streets are narrow and crooked and are made of cobblestones instead of blacktop. In other parts of the cities, there are tall new buildings like the ones in the United States.

Long ago, many German communities grew up around a nobleman's castle. Frequently the town was surrounded by a wall with several gates. Symbols of the wealth and prosperity of the city were made evident to visitors by the size and extent of decoration of a church *(Kirche)* or cathedral *(Dom)* and the city hall *(Rathaus)* and the market plaza with its fountain located in front of the city hall. Use Teacher Resource 3.1, "Munich," to show students pictures of the old city gate, the Frauen Church, the City Hall, and Marien Platz (Square). As Munich is an old and large city, it also displayed its importance and wealth many years ago by including an elaborate [and now famous] *Glockenspiel* (clock) in the City Hall.

Teacher Resource 3.2 shows the town of *Rothenburg ob der Tauber* (Rothenburg on the Tauber River) which still looks very much like it did in the Middle Ages. The town is the most frequently visited of its type in Germany. Visitors enter the town through one of its many gates which are part of the ancient city wall. In 1631, the town was attacked and conquered by a Swedish general. According to legend, the mayor of Rothenburg saved the town by taking the general's challenge to drink a huge jug of wine. Although the town was almost destroyed during the Thirty Years' War (1618–1648), the city has maintained its charm, unharmed by any wars since that time.

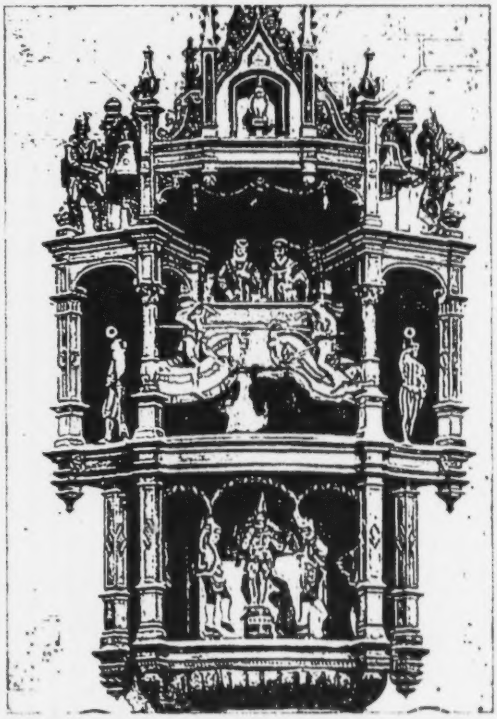
The market square *(Marktplatz)* is the center of daily life. The city hall *(Rathaus)* is more than 500 years old and considered one of the finest in Germany. The fountain *(Georgsbrunnen)*, located in the southwest corner of the market square, has been used since 1446 to supply citizens with water. Visitors to Rothenburg stroll along cobblestone streets past half-timber homes decorated with flowers. The Plönlein, one of the most picturesque and most frequently photographed streets in Europe, is located in Rothenburg.

Introduce students to the town of Tübingen, Germany, a medieval city located near Stuttgart in the southwestern part of the country. Provide students with the following documents:

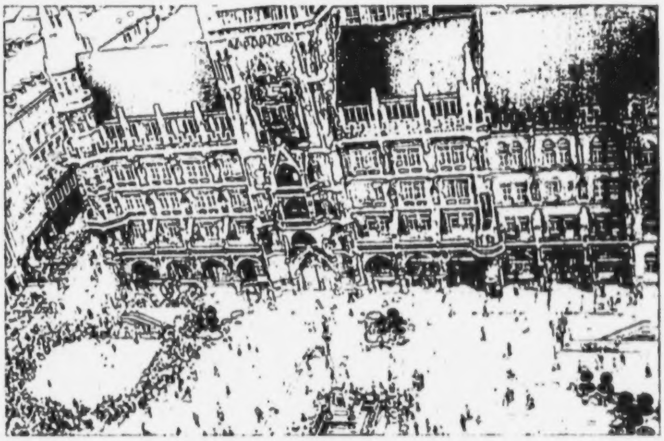
- Handout 3.1 "Map of Tübingen"
- Handout 3.2 "Important Places in Tübingen"
- Handout 3.3 "Tübingen in Pictures"

Based on the discussion of the cities of Munich and Rothenburg, have students analyze the map, the descriptions of historic places, the time line, and the photographs and select 5 to 7 significant attributes of the city. The students should work in groups to create a tri-fold brochure on an 8 1/2" x 14 " sheet of paper. The brochure should entice the reader to visit the city by identifying traditional sites in the city (e.g. the castle, church, city hall), their location, and a brief description of their history.

Munich



Glockenspiel



Town Hall *Marien Platz [Square]*

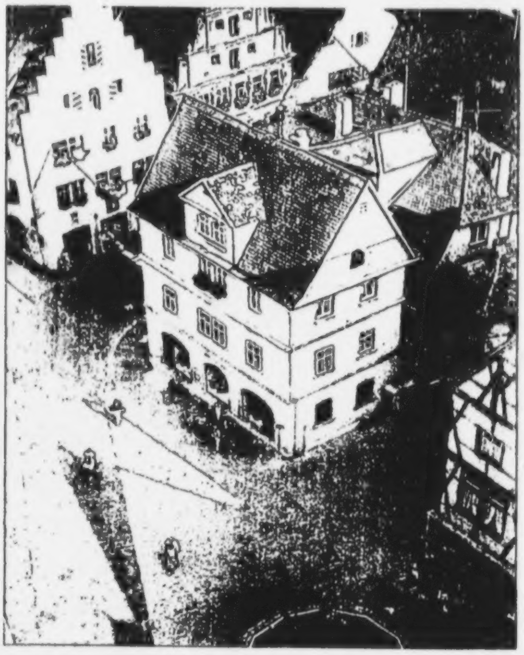
Frauenkriche [Church]

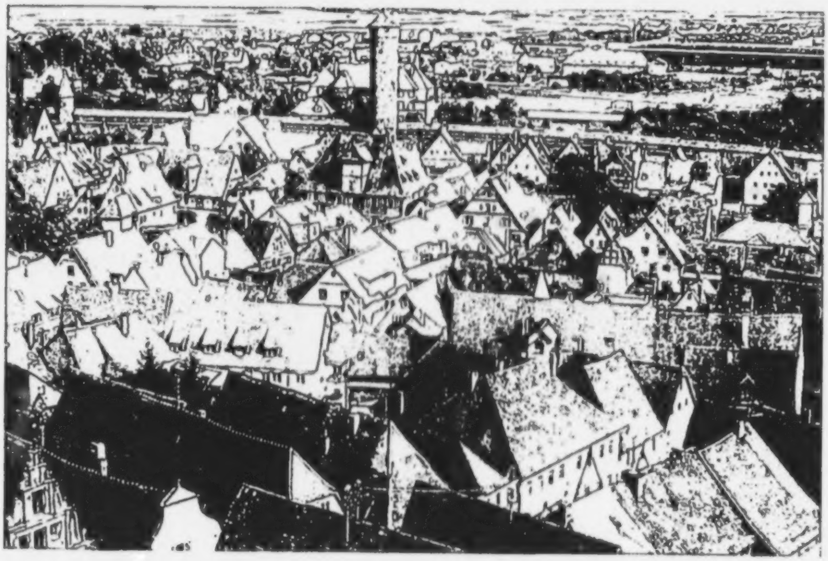
City Gate

Rothenburg

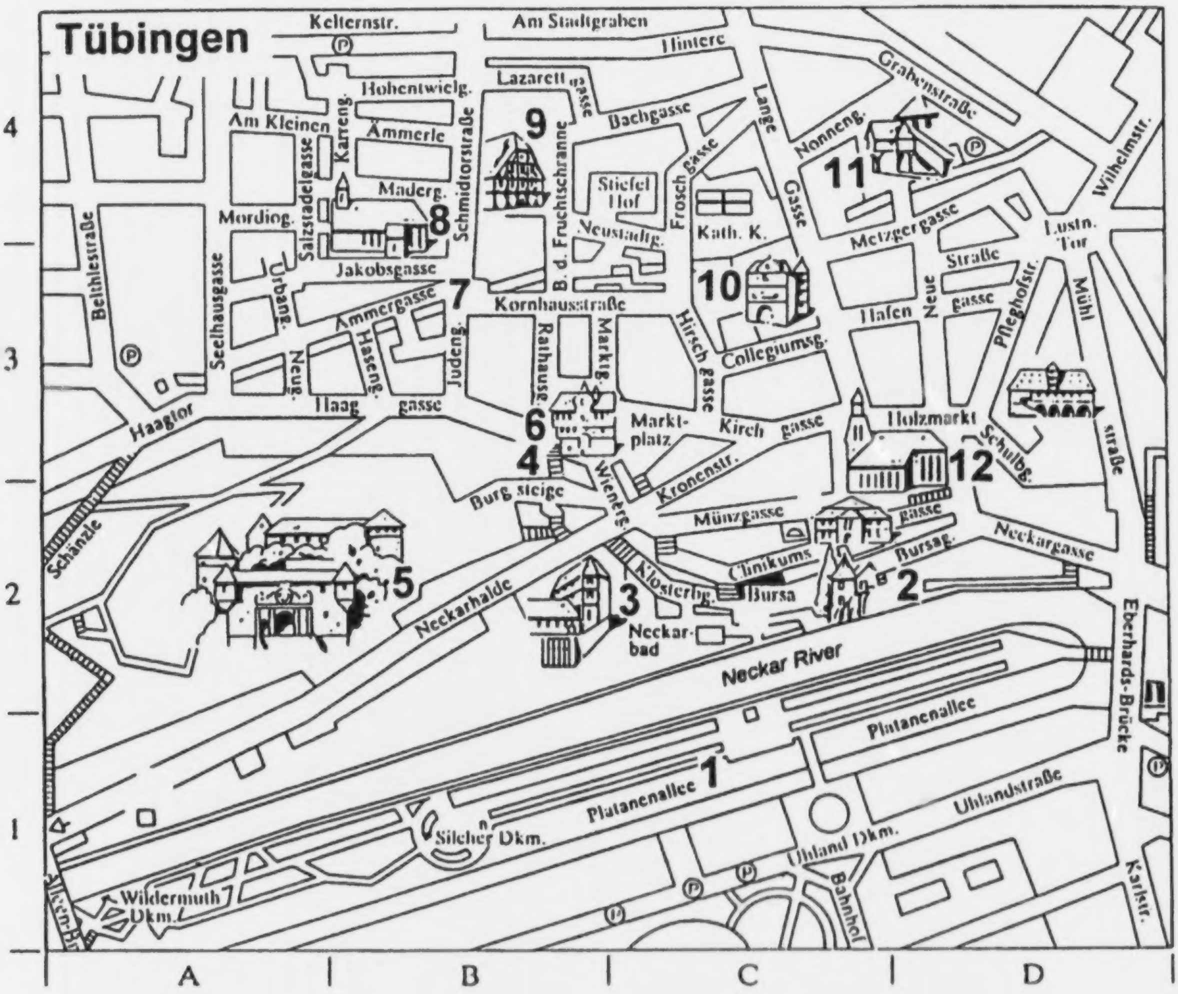
Page 1

Rothenburg





Map of Tübingen


Tübingen
Kelternstr.
Am Stadtgraben
Hintere
Grabenstraße
Hohentwielg.
Lazarettgasse
Am Kleinen
Ämmerle
Karreng.
Bachgasse
Nonneng.
Lange Gasse
Wilhelmstr.
Maderg.
Mordiog.
Salzstadelgasse
Schmidtorstraße
B. d. Fruchtschranne
Stiefel Hof
Froschgasse
Kath. K.
Metzgergasse
Lustn. Tor
Neustadtg.
Jakobsgasse
Urbang.
Belthlestraße
Seelhausgasse
Ammergasse
Kornhausstraße
Hirschgasse
Hafen
Neue Straße
gasse
Pfleghofstr.
Mühlstraße
Collegiumsg.
Neug.
Haseng.
Judeng.
Rathausg.
Marktg.
Haaggasse
Haagtor
Marktplatz
Kirchgasse
Holzmarkt
Schulbg.
Burgsteige
Wienerg.
Kronenstr.
Münzgasse
Schänzle
Clinikums
Bursagasse
Neckargasse
Klosterbg.
Bursa
Neckarhalde
Neckarbad
Neckar River
Eberhards-Brücke
Platanenallee
Silcher Dkm.
Uhland Dkm.
Uhlandstraße
Bahnhof
Karlstr.
Wildermuth Dkm.
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Important Places in Tübingen

Map Locator Number	Location	Description
1	Platanenallee	The Plane-tree avenue; there is a nice view of the riverfront from this park, planted at the beginning of the 19th century.
2	Zwingel	Portion of the old city wall that dates back to the 13th century. The Hölderlin Tower, home of the poet Friedrich Hölderlin from 1807–1843.
3	Evangelisches Stift	Protestant boarding school. This building has been a place of instruction for Protestant theology since the Reformation.
4	Burgsteige	The Castle Climb. This is one of the oldest streets along with the oldest houses to be found in Tübingen. The house shown on the map was the home of the astronomer Mästlin, who was Kepler's teacher and introduced him to the Copernican theory.
5	Hohentübingen Castle	The Renaissance gate was built in the Roman triumphat arch style from 1604–1606.
6	Market Place	The market place and fountain of Neptune. The Town Hall has an astronomical clock built in 1511. On the second floor are paintings from the 16th century.
7	Judengasse	The Jewish alley. This was the residential area of Tübingen Jews during the Middle Ages. They were driven out of the city in 1477.
8	The Jakobs Church	The church was built in the 1500s and was once the center of the lower city.
9	Fruchtschranne	The fruit barn or fruit shop. At one time, the dukes stored fruit and grain here. It is one of the oldest and most beautiful buildings in the city, constructed in the 15th century.
10	Konvikt	These were dormitories for Catholic students who wanted to become priests. It was built from 1588–1592. Since 1817 it has been used as a classroom building for Catholic theology students.
11	Nonnenhaus	The nun's house. This building has a half-timber framework from the 14th century.
12	Stiftskirche	This church is a late gothic construction with tombs of princes from the House of Württemberg.

Tübingen in Pictures

Along the Neckar River

Nun's House

Platanenallee

Tübingen in Pictures

Market Day

Town Hall

Hohentübingen Castle

Lesson 2 Where do Germans live?

Lesson Objectives The student will identify types of homes found in Germany.

Materials and Resources

- Handout 3.4 "Homes in Germany"
- Handout 3.5 "Half-Timber Buildings"
- Handout 3.6 "Diagram and Description of Half-Timber Structures"

Strategies

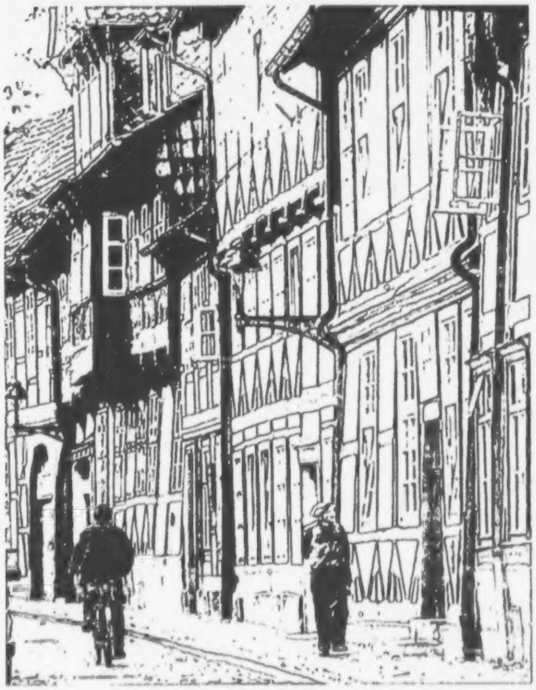
Germany is very crowded compared to the United States. To help students understand the high population density, explain that Germany is approximately the same size, geographically, as the state of Montana. If all the people living west of the Mississippi River (except California) moved to Montana, the state would be very crowded – as crowded as Germany is today. Because Germany is so crowded, land is scarce and costly, making houses much more expensive than in the United States. Almost 60 percent of all Germans rent apartments. Many new apartment buildings are being constructed (more people can live on less land), but they are small by U.S. standards. Approximately 40 percent of Germans own a single-family house, some of which have been passed from generation to generation. New houses are also being built on the outskirts of cities in places where pastures used to be. The land often costs as much as the house itself. Therefore, only wealthier Germans have built new homes recently. Germans who cannot afford a house frequently buy a condominium and are able to enjoy most of the conveniences of a house. Many people, about 20 percent of all Germans, live in towns with a population of 10,000 or less. Their farm houses have generally been improved and remodeled to keep pace with new homes. Houses differ in architectural style and use of building materials in various parts of Germany. In northern Germany, most houses are built with brick and many have thatched roofs. In central Germany, most houses have red-tiled roofs. In central and southern Germany there are many half-timbered houses. Houses in the Black Forest region have steeply sloping roofs to protect the house from bad weather. Regardless of where they live, Germans decorate their homes and yards with flowers. Small lawns, both front and back, are usually fenced.

Distribute Handout 3.4 "Homes in Germany" and, for each photograph, have students identify the *type* of home (apartment, condominium, single-family home, etc.) and the location of the home (northern Germany, southern Germany, etc.):

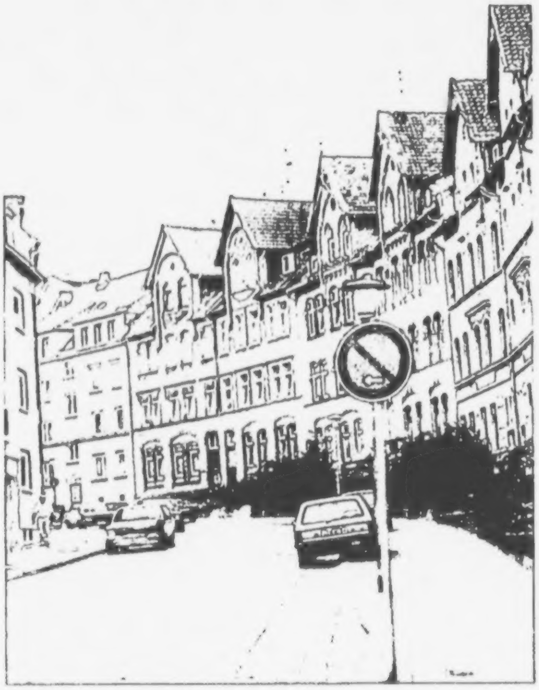
Photograph 1 – Half-Timber House
Photograph 2 – Urban Apartments, circa 1900
Photograph 3 – Suburban Homes with Gardens
Photograph 4 – Condominiums in large city
Photograph 5 – Modern Apartments
Photograph 6 – Mobile Home
Photograph 7 – Middle Class Home (2 families)
Photograph 8 – New Home, circa 1993
Photograph 9 – Residential Area Under Construction, circa 1993

Interest in half-timber houses is generally high among students. Provide students the opportunity to become "architects" by designing some half-timber buildings. Handout 3.5, "Half-Timber Buildings", and Handout 3.6, "Diagram and Description of Half-Timber Structures" can be provided to students as a means of learning basic elements of this type of architecture. Then, have students design and draw a half-timber building on 8 1/2" x 11" paper using pencil and ruler [encourage representation of a variety of building types – houses, town halls, guild houses, inns, and others from different regions of Germany]. Scrollwork or decoration such as quatrefoil or trefoil should be added using colored pencils, markers and/or crayons. Remind students to include the basic components of half-timber construction as shown on the diagram. To conclude the lesson, have students cut out their drawings and mount them on construction paper for display. Their individual drawings could be combined to make a village on a bulletin board.

Homes in Germany



Photograph 1



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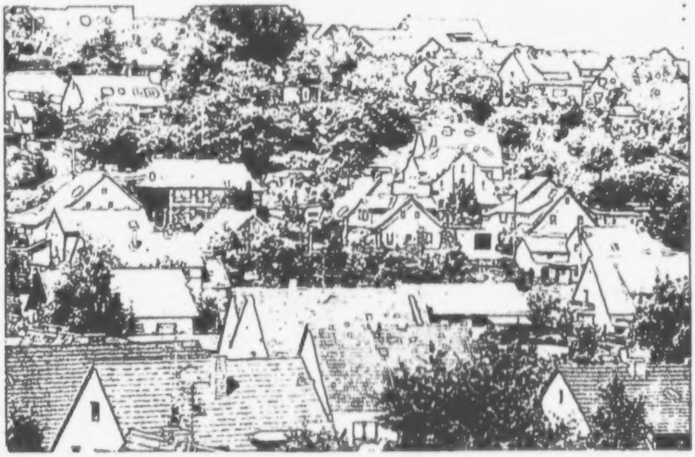
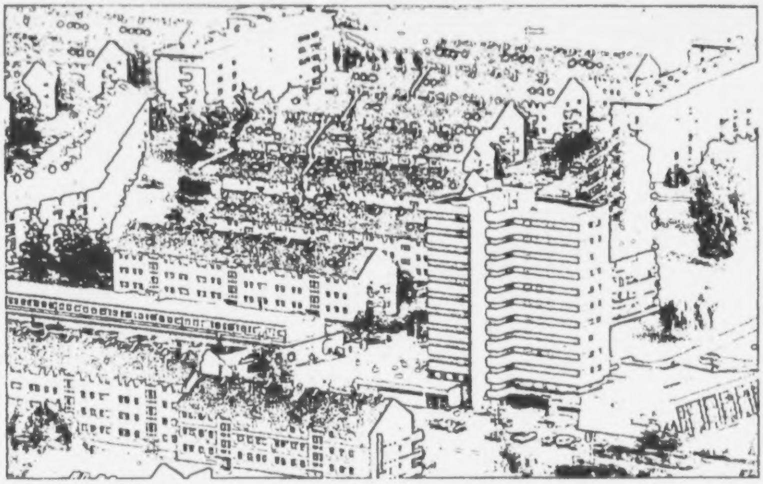


Photograph 3

Homes in Germany



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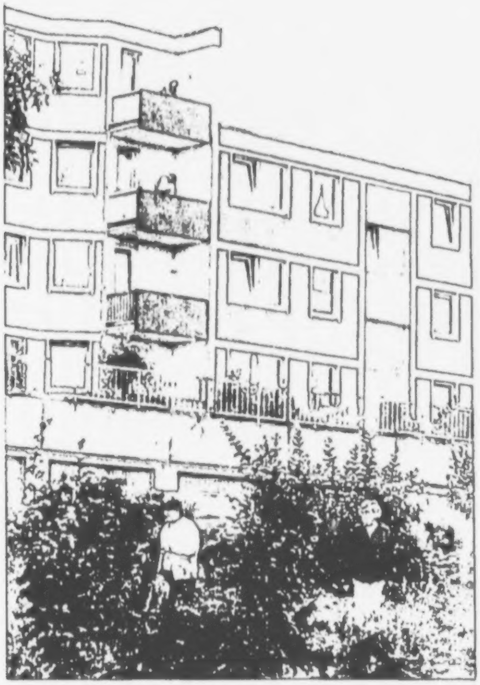
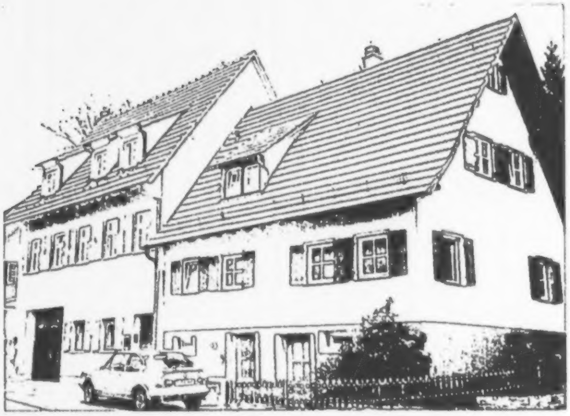


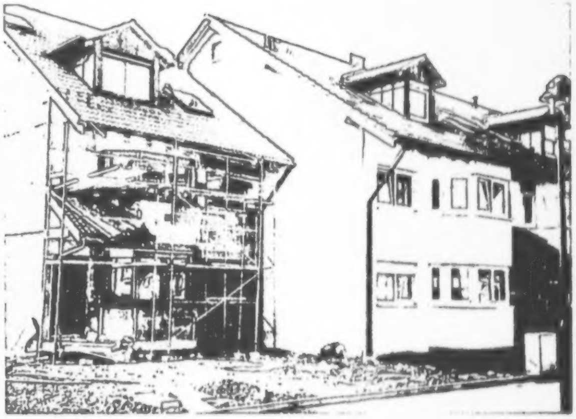
Photograph 6

Photograph 5

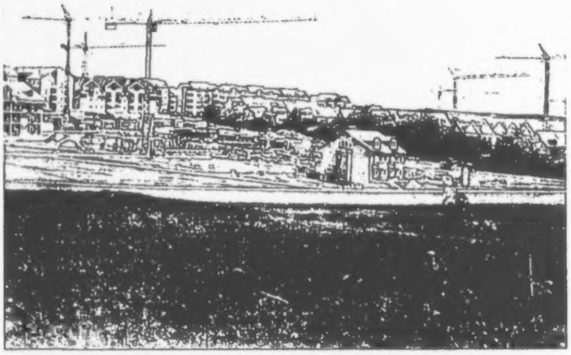
Homes in Germany



Photograph 7

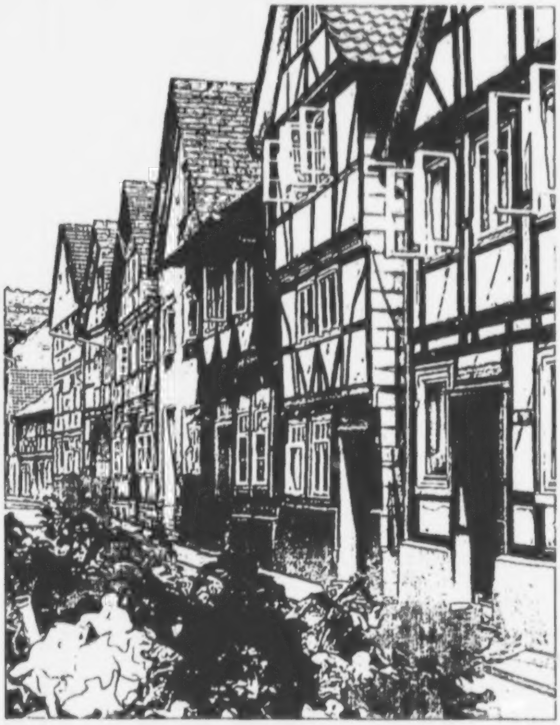


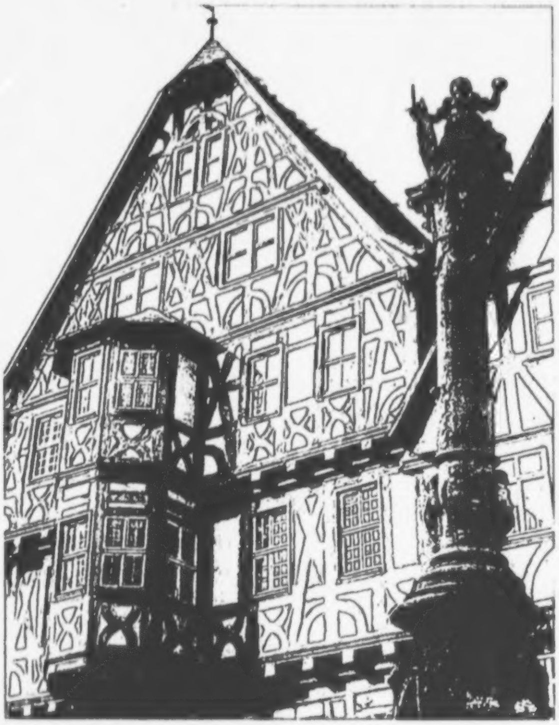
Photograph 8



Photograph 9

Half-Timber Buildings





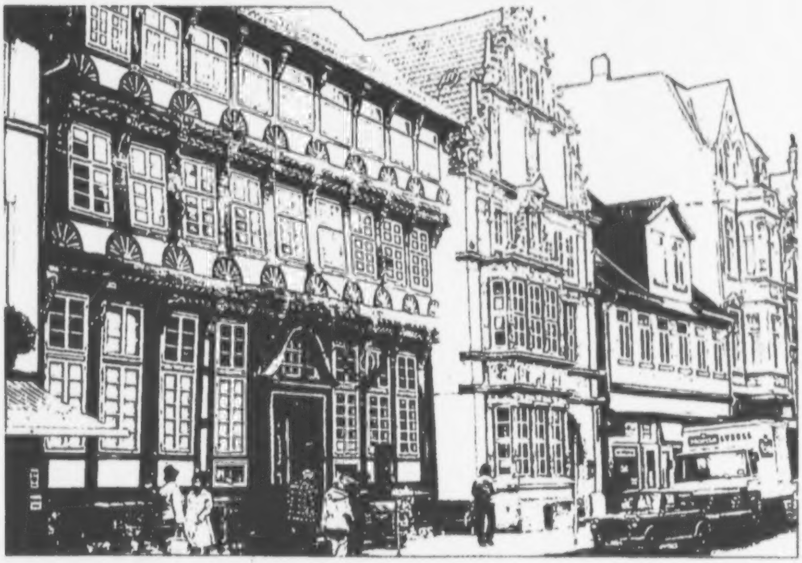


Diagram and Description of Half-Timber Structures

A half-timber building is constructed of timbers which have been halved or "cleft." These timbers form the framework for the wall with the interspaces filled with materials such as wattle and daub, laths and plaster, or brickwork. Most designs for half-timber structures are box-framed types with horizontal and vertical timbers. Extra support is added with struts and braces. A low wall of stone or brick is usually used as a base for the construction foundation because it is not as easily penetrated with moisture. A sill or plate is formed by laying baulk timber horizontally on the brick or stone. Vertical studs are set in place in the sill using the tenon and mortise method. The top portion of these studs fits into a horizontal timber plate. This is known as a wall plate in a single story building and supports the lowest end of the roof rafters. In a two or three story building, this is known as a summer or bressummer because it supports the floor joists of the next floor. Most half-timbered structures of two or three stories use jettying which is where the upper stories overhang or project over the lower stories. A Dragon Beam, an internal crossbeam stretching diagonally to the corner post, is used when a structure is jettied for added support. Several reasons are noted for the use of jetties in half-timber construction: first, it allowed for more floor space in the upper levels; second, it protects the lower stories from rain and snow; and third, residents were usually taxed on the size of the building at street level. Half-timber houses of the fifteenth and sixteenth centuries were often very decorative. Such designs as quatrefoil, trefoil, and star decorations were often carved into the barge board of a structure. Symbols representing specific local events or dealing with religious beliefs also adorned many of the half-timbered structures.

Diagram Key

A – wattle and daub
B – summer or bressummer
C – jetty
D – barge board
E – dragon beam
F – quatrefoil
G – trefoil
H – baulk
I – sill
J – struts
K – wallplate

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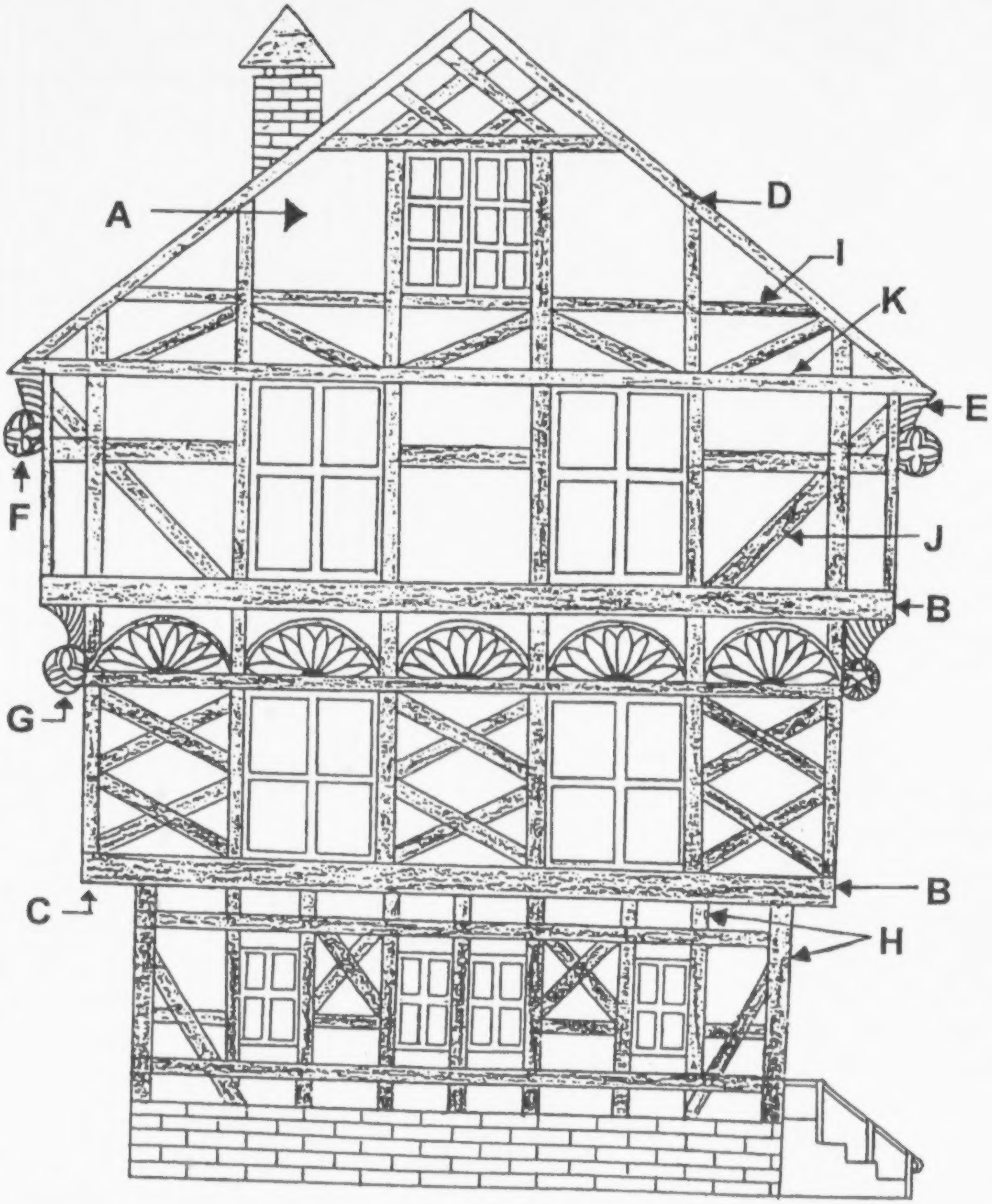
Lesson adapted from unpublished lesson written by Mary Mullins, art teacher, Gwinnett County, Georgia, Public Schools, 1991.

Diagram and Description of Half-Timber Structures


A
D
I
K
E
F
J
B
G
B
C
H

Lesson 3

What are some of the community services in Germany?

Lesson Objectives

The student will compare community services in Germany and the United States

Materials and Resources

- Handout 3.7 "Community Services"
- Worksheet 3.1 "Finding Places in a German Town"

Strategies

There are many people in German communities that provide services to citizens. These "community helpers" are similar to those in the United States. Distribute handout 3.7, "Community Services" and have students compile a list of the occupations and services depicted (Photo 1 - police; Photo 2 - telephone booth; Photo 3 - doctor; Photo 4 - mail box; Photo 5 - pharmacist; Photo 6 - roads; Photo 7 - public transportation).

[NOTE: Many community services are provided to German citizens by the government. For example, the German Federal Post Office *(Deutsche Post AG)* is the biggest service enterprise in Europe. It is identified by its bright yellow mail boxes and trucks with their distinctive postal horn symbol. Besides performing what Americans think of as normal postal services, the *Deutsche Post AG* also offers banking services (both savings and checking accounts can be handled through local post offices). In the past few years, the Deutsche Post AG has tried to expand its services in the field of logistics to other EU-member-states.]

As a culminating activity, distribute Worksheet 3.1, "Finding Places in a German Town." This activity requires students to identify buildings, dwellings, government services, and then apply their new skills with the German language to follow a set of directions.

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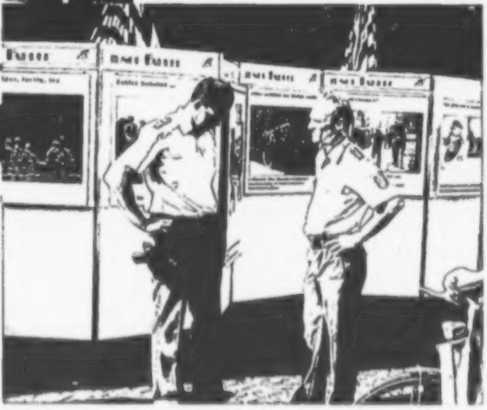
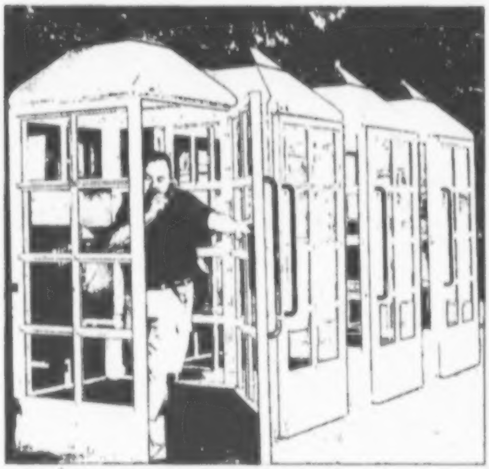
Community Services

Page 1

Photograph 1



Photograph 1a



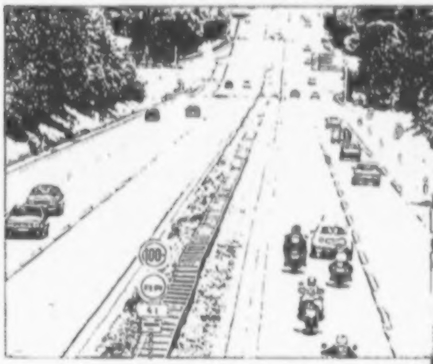
Photograph 2

Photograph 3

Community Services

Photograph 5

Photograph 4



Photograph 6

Fahrkarten
Ankunft
DB

Photograph 7

81

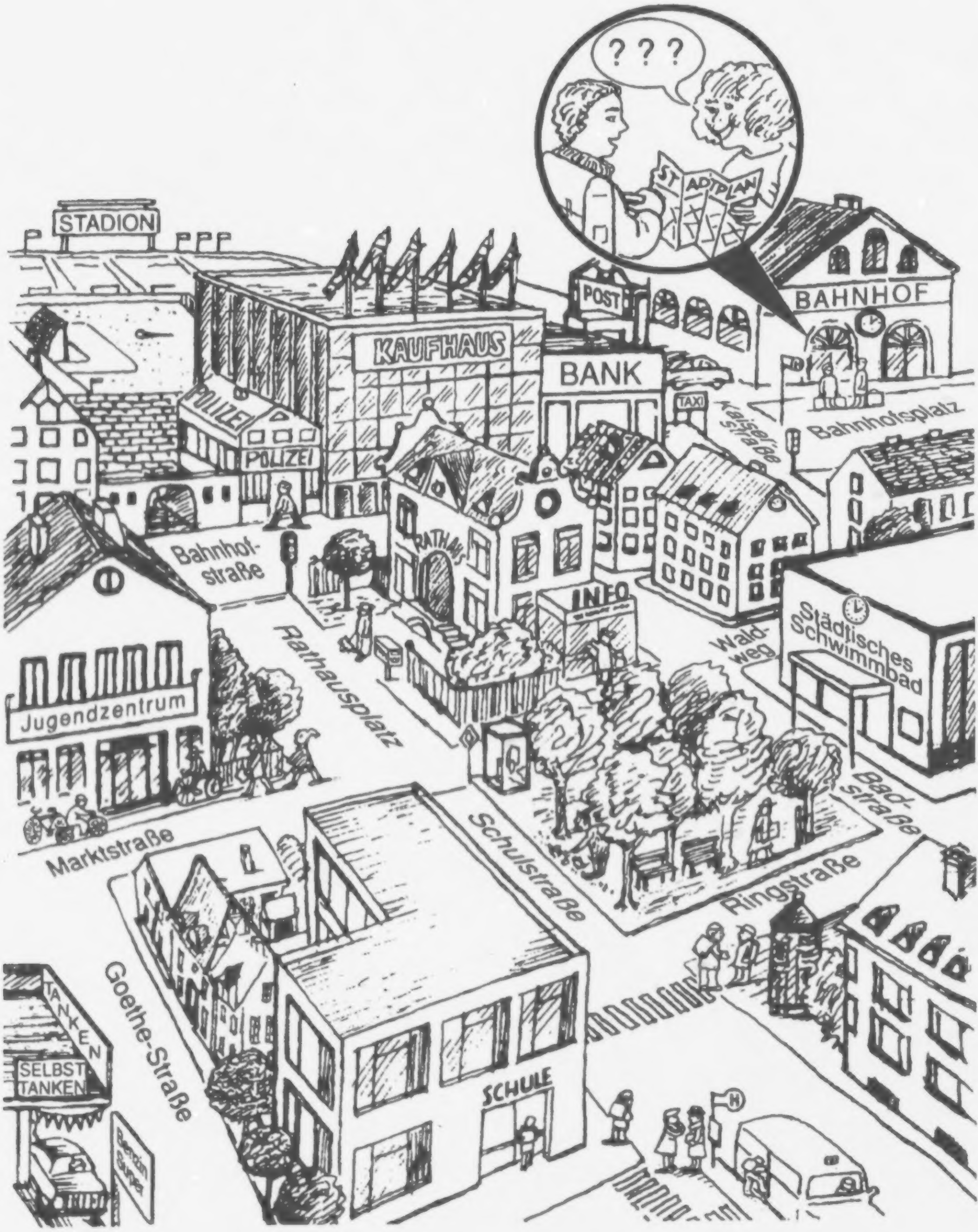
Finding Places in a German Town

Page 1

Johannes is lost. Help Katrina show him the place on the map. Read each statement, find the "person, places or thing" referred to and mark it on the map according to the directions in the statement.

1. Color the police station green.
2. Color the gasoline station red.
3. Color the telephone booth near the park yellow.
4. Color the city hall brown.
5. Color the school blue.
6. Draw a circle around the houses on Goethe Street.
7. Draw a box around the soccer stadium.
8. Where is the mailbox located? ______________________________

Finding Places in a German Town


???
STADTPLAN
STADION
KAUFHAUS
POST
BAHNHOF
BANK
TAXI
Kaiserstraße
Bahnhofsplatz
POLIZEI
POLIZEI
RATHAUS
Bahnhofstraße
Rathausplatz
INFO
Waldweg
Städtisches Schwimmbad
Jugendzentrum
Badstraße
Schulstraße
Marktstraße
Ringstraße
Goethe-Straße
TANKEN
SELBST TANKEN
SCHULE
Benzin Super
H

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Lesson 4 How do Germans travel?

Lesson Objectives The student will describe types of transportation available in Germany.

Materials and Resources

- Teacher Resource 3.3 "Transportation in Germany"
- Worksheet 3.2 "Transportation in Germany"
- Handout 3.8 "Transportation: Who Am I?"
- Worksheet 3.3 "Train Schedule"

Strategies

Various means of transportation are available today so that people can cover both short and long distances efficiently and quickly. Share with students the information in Teacher Resource 3.3, "Transportation in Germany." Worksheet 3.2, "Transportation in Germany" will provide older students with a matching quiz on types of transportation. [Answer Key – 1=J, 2=H, 3=I, 4=A, 5=E, 6=D, 7=G, 8=B, 9=F, 10=C] Handout 3.8, "Transportation: Who Am I?" provides a similar quiz for younger students by using photographs. Worksheet 3.3, "Train Schedule" provides a problem solving activity related to traveling from Wiesbaden to Berlin by train.

Transportation in Germany

Germany has an excellent system of mass transportation, including modern airports; an extensive railway network; subways and bus systems in and among cities, towns, and villages; and a system of freeways *(Autobahn)* similar to U.S. interstate highways. In spite of modern technology, however, Germans still enjoy their tradition of walking long distances or simply strolling *(spazierengehen)* or jogging *(joggen)* in the countryside or along rivers and lakes. Germans love to ride bicycles *(Rad fahren)*. The number of bikers in Germany is much larger than in the United States. Bicycle paths are found across the country and special bicycle lanes are found in most German cities.

Germans also love their cars. Mercedes-Benz and BMW are both world renowned automobile manufacturers. To qualify for a driver's license, the applicant must be at least 18 years old, attend a driver's school, and pass a written and behind-the-wheel test. The license costs approximately DM 2,000 (approximately $ 1,000 U.S.). The license *(Führerschein)* is good for a lifetime. On the autobahn, there is a suggested speed limit of 130 kilometers per hour (approximately 80 miles per hour), but many people drive much faster. If your car is low on gas, you will look for a service station *(Tankstelle)*. To figure out the cost of gas, you must not only convert liters to gallons but also marks into dollars. Just as in the U.S., the cost per liter, number or liters taken and the total amount are indicated on the gas pump.

Of course, there are other means of transportation. If you are in a hurry, you should look for a taxi. Mercedes cars or other automobiles of equal quality are frequently used as cabs. German cab drivers take pride in buying good, dependable cars that will last for many years.

In many German cities, the streetcar *(Straßenbahn)* is still the most important mode of local public transportation. You must buy your ticket in advance because there is no conductor on the streetcar itself. Most stops have free-standing ticket machines marked *Fahrscheine*, where tickets may be purchased. Many cities are phasing out streetcars today. Instead, city buses have been introduced. Streetcars and buses will stop where there are signs with the letter *H* which stands for *Haltestelle*. Bus tickets must also be purchased in advance. Major cities such as Berlin, Hamburg, Munich and Cologne have subways *(U-Bahnen)* and city trains *(S-Bahnen)*. You can find these by locating signs at the entrance marked with a big U or S. The *S-Bahn* is an elevated city train and the *U-Bahn* runs underground except in such areas as Hamburg where it must run overland due to the harbour. Many Germans ride the comfortable trains of the *Bundesbahn* (Federal Railroad). These trains are efficient, fast and punctual.

If you enjoy traveling by water, boats of various kinds are available, including cruises on the Rhine River. In case you are driving along the Rhine River and need to get to the other side, you could take one of the numerous ferry boats *(Fähren)* which cross the river at numerous points.

Another way to travel is by air. Within short distances, helicopters *(Hubschrauber)* let you view the area from above. The most international means of transportation linking countries and continents is the airplane *(Flugzeug)*. Between 300 and 400 people can travel in a jumbo jet and fly from New York to Frankfurt in about seven hours.

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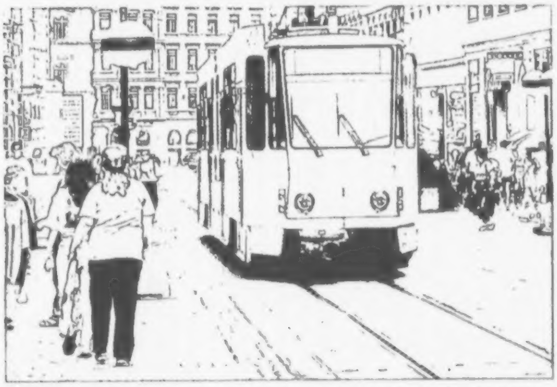
Transportation in Germany

________	1. S-Bahn	A. streetcar
________	2. Führerschein	B. streetcar/bus stop
________	3. Tankstelle	C. ticket
________	4. Straßenbahn	D. airplane
________	5. Fähre	E. ferry boat
________	6. Flugzeug	F. transportation below street
________	7. Autobahn	G. freeway or superhighway
________	8. Haltestelle	H. driver's license
________	9. U-Bahn	I. gasoline station
________	10. Fahrschein	J. elevated city train

Transportation: What Am I?

Page 1



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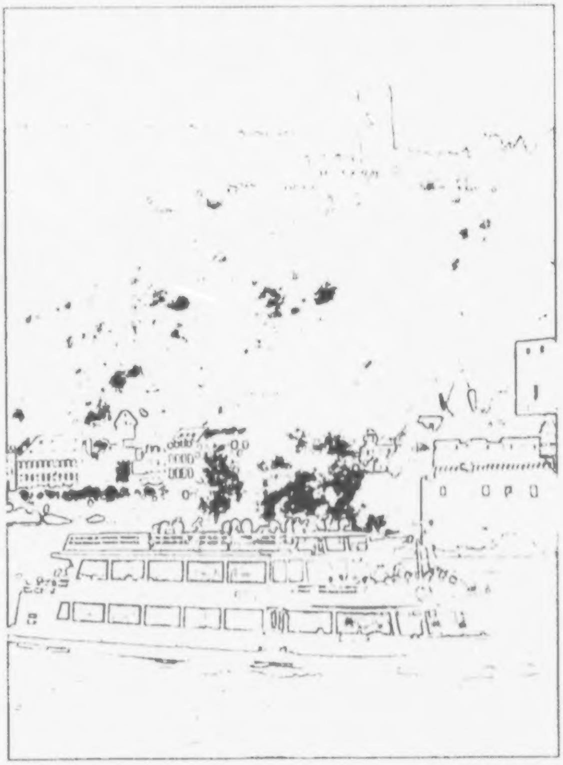

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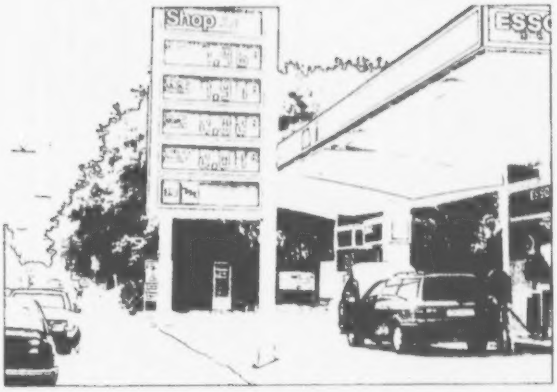
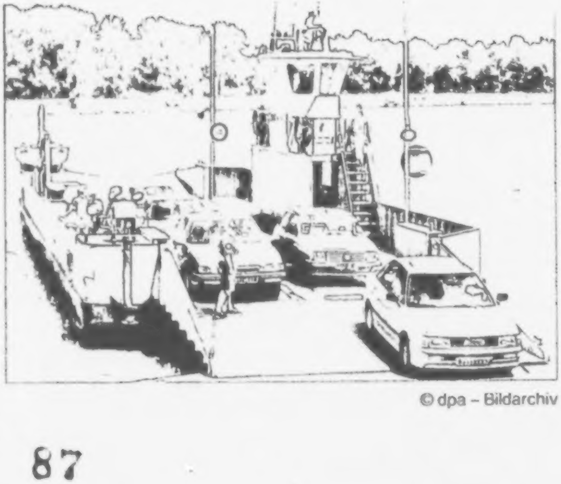


© Frank Bugge



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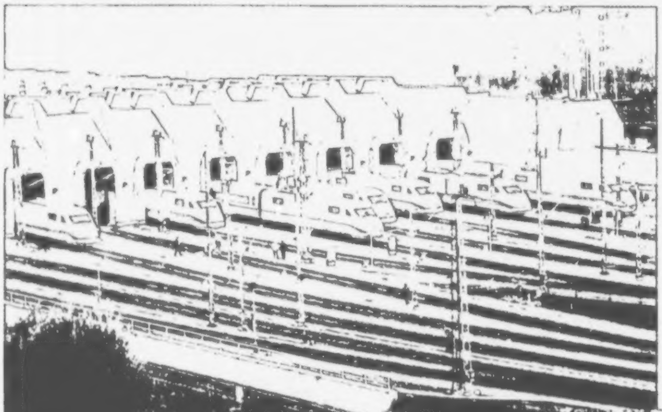
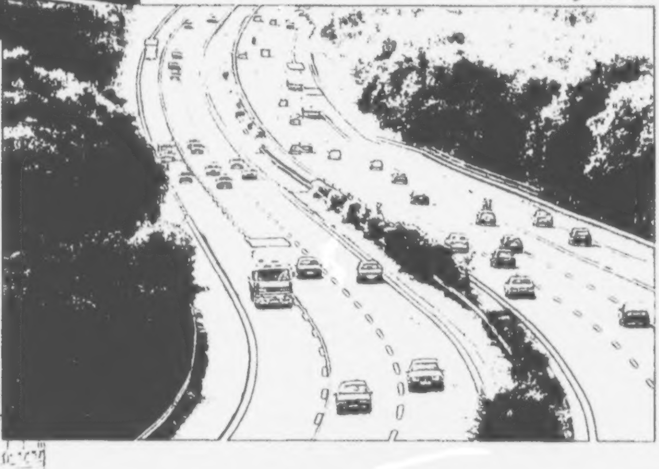
Transportation: What Am I?

Page 2



© DB AG/Chlouba

© Vera Grafingholt, Bonn



© dpa

AIR CANADA
SAS
SCANDINAVIAN

© dpa

Train Schedule

Page 1

Fahrplanauszug

DB

Wiesbaden → Berlin Zoo

Km

Verkehrszeiten	ab	Zug	an	Service	Umsteigen in	an	ab	Zug
Mo bis Fr, nicht 17.VI.	5.29	Ⓢ	14.14		Flm	6.11	6.23	IC 578
					Hann	9.45	10.19	D243
	7.38	E3485	16.21		Flm	8.08	8.35	D355
	7.58	Ⓢ	17.39		Flm	8.48	9.23	IC 598
					Hann	12.45	13.04	D345
	8.23	IC 353	17.39		Mainz	8.32	8.41	EC 21
					Flm	9.12	9.23	IC 698
					Hann	12.45	13.04	D345
werktags, nicht 2.VI.	8.38	E3487	17.39		Flm	9.10	9.23	IC 598
					Hann	12.45	13.04	D345
	10.11	FD 1923	19.02		Flm	10.38	11.23	EC 78
					Hann	14.45	15.03	D347
	10.23	IC 361	19.02		Mainz	10.32	10.41	IC 529
					Flm	11.12	11.23	EC 78
					Hann	14.45	15.03	D347
werktags, nicht 2.VI.	10.29	Ⓢ	19.02		Flm	11.11	11.23	EC 78
					Hann	14.45	15.03	D347
	12.21	D2121	20.59		Flm	12.49	13.23	IC 596
					Hann	16.45	17.03	D247
werktags, nicht 2.VI.	12.29	Ⓢ	20.59		Flm	13.11	13.23	IC 596
					Hann	16.45	17.03	D247
	13.49	Ⓢ	23.07		Flm	14.31	15.30	D351
werktags, nicht 2.VI.	14.14	Ⓢ	23.07		Flm	15.06	15.30	D351
	14.23	IC 377	22.58		Mainz	14.32	14.41	IC 523
					Flm	15.12	15.23	IC 594
					Hann	18.45	19.03	D349
	14.23	IC 377	23.07		Mainz	14.32	14.41	IC 523
					Flm	15.12	15.30	D351
werktags außer Sa, nicht 2.VI.	14.29	Ⓢ	22.58		Flm	15.11	15.23	IC 594
					Hann	18.45	19.03	D349
werktags außer Sa, nicht 2.VI.	14.29	Ⓢ	23.07		Flm	15.11	15.30	D351
	20.53	Ⓢ	6.38		Flm	21.46	22.32	D359

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Train Schedule

NOTES ON READING THE SCHEDULE: Germany uses a twenty-four hour clock – 13.00 is 1:00 p.m. and 11.00 is 11.00 a.m. Thus, the first train of the schedule leaves Wiesbaden at 5:29 a.m. and arrives in Berlin at 14.14 or 2:14 p.m.

"Um" is an abbreviation for "umsteigen," which means to transfer or change trains

"ab" is an abbreviation for "abfahren," which means depart

"an" is an abbreviation for "ankommen," which means arrive

DIRECTIONS: It is 9:00 a.m. Monday morning and you are in Wiesbaden, Germany. You would like to go to the Berlin Zoo as soon as possible today. Use the train schedule to determine your plans for the day.

1. When is the first available train to Berlin? ____________________
2. At what time will it arrive? ____________________
3. How many hours will the trip take? ____________________
4. How many times must you change trains? ____________________
5. The first time change from train # ________ to train # ________
6. How much time will you have to change trains? ____________________
7. The second time change from train # ________ to train # ________
8. How much time will you have to change trains? ____________________

Train Schedule

NOTES ON READING THE SCHEDULE: Germany uses a twenty-four hour clock – 13.00 is 1:00 p.m. and 11.00 is 11.00 a.m. Thus, the first train of the schedule leaves Wiesbaden at 5:29 a.m. and arrives in Berlin at 14.14 or 2:14 p.m.
"Um" is an abbreviation for "umsteigen," which means to transfer or change trains
"ab" is an abbreviation for "abfahren," which means depart
"an" is an abbreviation for "ankommen," which means arrive

DIRECTIONS: It is 9:00 a.m. Monday morning and you are in Wiesbaden, Germany. You would like to go to the Berlin Zoo as soon as possible today. Use the train schedule to determine your plans for the day.

1. When is the first available train to Berlin? 10:11 a.m.

2. At what time will it arrive? 19:02 p.m.

3. How many hours will the trip take? 8 hours and 51 minutes

4. How many times must you change trains? twice

5. The first time change from train # 1923 to train # 78

6. How much time will you have to change trains? 45 minutes

7. The second time change from train # 78 to train # 347

8. How much time will you have to change trains? 18 minutes

Lesson 5

Why have some Germans immigrated to the United States?

Lesson Objectives

The Student will identify prominent German-Americans who immigrated to communities in the United States

Materials and Resources

- Teacher Resource 3.4 "Germans in North America"
- Worksheet 3.4 "German Immigrants in the United States: A Case Study"
- Worksheet 3.5 "My Family Tree"

Strategies

An enduring link between Germany and the United States has been the hundreds of thousands of German people who came to the "New World" leaving friends and relatives in the "Old Country." The bulk of the German immigrants settled in the United States as farmers and townspeople. They helped settle the United States by creating new communities in Pennsylvania, Maryland, Ohio, Wisconsin, Minnesota, the Dakotas, Texas, Georgia, and elsewhere. Teacher Resource 3.4 "Germans in North America" provides information about the first Germans to settle in the colonies.

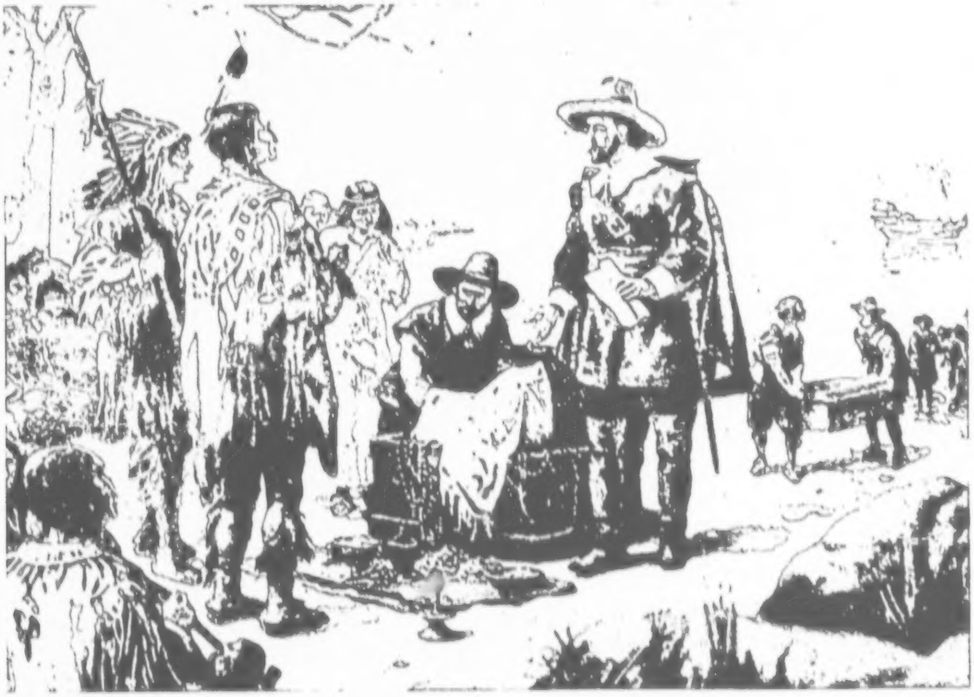
Today, approximately one-quarter of Americans claim some degree of German ancestry. Many of the immigrants rose to prominence in the national life of the United States and helped to shape American history and institutions. Among many names which come to mind are the journalist Peter Zenger, who won a historic court case in 1735 establishing the freedom of the press; Baron Friedrich Wilhelm von Steuben, who trained Washington's troops during the American Revolutionary War; Carl Schurz, a close friend of President Abraham Lincoln who commanded troops in the Union Army, then after the Civil War became senator from Missouri and later Secretary of the Interior; and Henry Kissinger, the Secretary of State under President Richard Nixon and Gerald Ford. To provide students with a better understanding of the contributions of German-Americans to the United States, distribute Worksheet 3.4 "German Immigrants in the United States: A Case Study." The lesson examines the lives and contributions of Levi Strauss and Wernher von Braun. By having students complete Worksheet 3.5, "My Family Tree," the students can identify their own national heritage. The results of the survey can be graphed (e.g. number of students with ancestors from various countries or continents) or mapped (e.g. create a bulletin board with a string leading from the students' picture to the country or their ancestors' origin on a map).

Germans in North America

German-Americans have traditionally celebrated October 6 as the day in 1683 on which Germantown, Pennsylvania was founded and settlement in the North American colonies began. Franz Daniel Pastorius was believed to have led the first wave of German settlers who emigrated to the United States to practice their religious beliefs. According to researcher Don Heinrich Tolzmann, however, there is evidence that German immigrants were among the residents of the British colony of Jamestown, Virginia, as early as 1608. Tolzmann, who works at the University of Cincinnati, Ohio, spent years studying old German-language newspapers, and concluded that 18 members of the Jamestown colony were German.

The researcher also found that Germans were among the settlers in the Massachusetts colonies after 1630 and in Maryland after 1660. They played a particularly important role in New York, then called New Amsterdam. Both the first governor of the colony, Peter Minuit, who bought the island of Manhatten from the Indians for 60 Dutch guilders, and his successor, Jacob Leisler, who has been credited by historians as the first politician to demand unity among the colonies and a severance of ties to London, were German. Tolzmann noted as well that the history of the German and the Dutch in North America has often been confused because of the similarity of "Deutsch" and "Dutch."

The photograph below shows a 1902 illustration of Peter Minuit's (also spelled Minnewit) purchase of Manhatten Island from the Indians on May 24, 1626. Minuit, a German immigrant, was governor of New Amsterdam until 1629.



from: *The Week in Germany*, German Information Center, March 27, 1992, pp. 7, 8

German Immigrants in the United States: A Case Study

Page 1

Levi Strauss

Blue jeans are the uniform of the "blue international." They are worn on all continents where people can obtain them. In Russia they are traded on the black market. No other article of clothing has so intensely preoccupied sociologists and philosophers. Scholars regard Levis, manufactured in San Francisco since 1850, either as "a sociological phenomenon" or "symbolic of the desire to be 'in'." Others view Levis as the democratic symbol of the kind of freedom characteristic of California during the gold rush.

Levis Strauss, an immigrant from Bavaria, would be surprised to read the scholarly discussions about his creation, but he would surely be glad that more than 800 million pairs of his pants have been sold to men and women since the time of his modest beginnings. Not much is know about Strauss other than that he came from a modest family and that he wanted to "get ahead." He was born in 1829, came to the United States at the age of 14, and lived with an uncle in Louisville, Kentucky, until he became infected with "gold rush fever."

Strauss traveled to New York where his brothers Jonas and Louis were in the dry goods trade, and bought a supply of silk and cloth. In addition, on his way West, he took along a supply of canvas intended for the Conestoga wagons made by German wheelwrights in Pennsylvania and used by many gold prospectors to cross the continent. Thus aquipped, he sailed around Cape Horn. Before arriving in San Francisco, he had sold all his merchandise except for the canvas which was to make his fortune.

A gruff old prospector chided young Strauss for not having brought along a supply of pants, because prospecting for gold was rough on pants. Strauss promptly had a tailor make pants from his canvas. The pants sold quickly and were soon known as "Levis." 1853, Levi Strauss founded a trading company with his brothers in New York.

Since that time, nothing essential has changed in this "piece of national heritage," except that the Strauss Brothers soon switched to another strong type of cloth called "serge de Nimes," which soon was shortened to "denim."

Strauss, who never married, died in 1902. The sons of his brothers continued to direct the company, which is among the world's largest textile corporations. Some of the early Levis are now in the Smithsonian Institute in Washington, D.C.

from: Gerald Wilk, *Americans From Germany*

Wernher von Braun

The name Wernher von Braun (born March 23, 1912), is inseparably connected with U.S. space flight and with the moon landing. His interest in astronomy was stimulated at an early age by his mother. As a mathematical prodigy, von Braun was greatly impressed by Harmann Oberth's book *Rockets to Interplanetary Space* published in 1923, and he became committed to space travel. In 1932 von Braun joined the ordinance corps of the German army, and two years later, earned his university degree in Berlin. With the participation of a group under his direction, von Braun succeeded in that same year in firing the first two rockets vertically for a distance greater than a mile. In order to carry out more research, his team was transferred from Berlin to Peenemünde, where von Braun constructed the V-2 rockets. In 1945, he and his co-workers surrendered to the Americans, and approximately 120 of them emigrated to the United States.

Von Braun moved to Huntsville, Alabama in 1950 to work with the newly formed U.S. rocket program. In 1953, the first short-distance rocket, the Redstone, came into being and was followed in 1958 by the successful launching of the earth satellite, Explorer I.

As Director of the George C. Marshall Space Center under the auspices of the newly established National Aeronautics and Space Administration (NASA), von Braun created the Saturn I, Saturn IB, and the largest of the 3-stage rockets, Saturn V. It was the Saturn V rocket that made possible the first Apollo moon landing. He received high commendations from the American government and from scientific societies and was awarded twenty honorary doctorates.

from: Gerald Wilk, *Americans From Germany*

**German Immigrants in the United States:
A Case Study**

Questions and Answers

After reading the two case studies, answer the following questions.

1. What are some similarities in the stories of Levi Strauss and Wernher von Braun?

2. What were some differences?

3. What do you think the United States represented to these two men?

4. In what ways did the United States benefit from allowing these two men to come and live here?

5. Strauss and von Braun were immigrants who made positive contributions to American society. What are some problems that immigration might cause for a country like the United States?

6. What are some reasons that people would be willing to move from the country in which they were born?

7. If you and your family had the opportunity to immigrate to another part of the world, would you be willing to do so? Why or why not?

German Immigrants in the United States:
A Case Study

Questions and Answers

After reading the two case studies, answer the following questions.

1. What are some similarities in the stories of Levi Strauss ans Wernher von Braun?
   Both men were from Germany and immigrated to the United States.
   Both men became famous for their contributions.
2. What were some differences?
   Strauss came to the United States at a young age hoping to improve the quality of his life and became a famous businessman.
   Von Braun came to the United States as an adult following his nation's defeat in World War II.
3. What do you think the United States represented to these two men?
   New opportunities to do well in their fields of work.
4. In what ways did the United States benefit from allowing these two men to come and live here?
   The textile company started by Strauss is still a major employer.
   Von Braun is the "father" of the U.S. Space Program.
5. Strauss and von Braun were immigrants who made positive contributions to American society. What are some problems that immigration might cause for a country like the United States?
   unemployment, overcrowding, language problems, difficulties "fitting in"
6. What are some reasons that people would be willing to move from the country in which they were born?
   political problems at home (war, change in government), lack of resources (food, shelter), desire for adventure, to better oneself
7. If you and your family had the opportunity to immigrate to another part of the world, would you be willing to do so? Why or why not?
   Answers will vary

My Family Tree

Dear Family,
This questionnaire is part of a study being made by our class into the history of our families. The information gathered be class members will be used in our study of migrants. Please help your child complete the questionnaire and return it to school tomorrow. Thank you.
The Teacher

1. I was born in ______________________________
city/state/nation

2. My mother was born in ______________________________
city/state/nation

3. My father was born in ______________________________
city/state/nation

4. My mother's parents live or lived in ______________________________
state/nation

They were born in ____________ and ____________
state/nation state/nation

5. My father's parents live or lived in ______________________________

They were born in ____________ and ____________
state/nation state/nation

6. Did were great-grandparents come from another country? ____________

Which person? ______________________________

What country? ______________________________

7. What is my family's cultural/ethnic heritage?

8. Does our family have special customs or traditions?

9. Is there someone from a different state or country who is a special relative or friend and important to our family? If so, tell something interesting about them.

Topic 4 Political and Cultural Symbols of Germany

Lesson 1 What city is the capital of Germany?

Lesson Objectives The student will explain the significance of Berlin, and Washington D.C.

Materials and Resources

- Handout 4.1 "National Capitals"
- Handout 4.2 "Comparing Capital Cities"

Strategies

Berlin and Washington, D.C. are both capital cities of their respective countries. They sit an ocean apart, yet they both serve the vital interests of their citizens as cities specifically chosen to be the seat of the federal government. Both cities have a long and interesting history, although Berlin predates Washington, D.C. by several centuries. The selection of the cities were surrounded by controversy, however.

Divide the class into groups of two students. Assign a different city (Berlin or Washington, D.C.) to each student and ask the student to read the information on Handout 4.1, "National Capitals" about their assigned city. Students should then collaboratively complete the timeline and the data retrieval chart (Worksheet 4.1 "Comparing Capital Cities") to summarize information about the history of the cities. To summarize student learning, the teacher should lead a class discussion of the following items.

- Describe the controversies surrounding the establishment of Berlin and Washington, D.C. as capital cities.
- Discuss why attitudes changed toward the selection of Washington, D.C. as the capital of the United States and Berlin as the capital of Germany.
- Why do tourists visit the capital city of a nation?

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National Capitals

Berlin

Of all the centers of German history over the last thousand years, Berlin has been the only one to bear the official title of 'capital of the empire.' And yet, Berlin is something of a new arrival. It first began to rise around 1237 A.D. In the 17th century, when the Holy Roman Empire collapsed into its many regions, principalities, counties, and duchies following thirty years of religious war Berlin suffered badly. Berlin first became the site of the court of the Kings of Prussia in 1710. Prince Friedrich III of Brandenburg, who had had himself crowned as King of Prussia a few years earlier in Königsberg, united the twin cities of Berlin and Cölln together with the suburbs. He wanted to make a proper city for his court. It was in this period that construction was first begun in Berlin such as had already been undertaken in other court cities of Germany which had led to luxurious palaces, cathedrals and impressive squares.

Berlin was originally a Slavic settlement on the Spree river and attained a certain significance in the Middle Ages as a trading post for goods from the east. The Hohenzollerns, who had ruled as a princely dynasty since 1415, made Berlin the capital of Brandenburg. Berlin acquired its true character under Prince Friedrich Wilhelm, the great prince who after the ravages caused by the Thirty Years War, gave political asylum in the state of Brandenburg to the Huguenots [French Protestants who had been severely persecuted in France]. The French colony in Berlin enjoyed special privileges. In a broader sense, Berlin became the place of refuge for thousands of other persons at a time when people were being persecuted all over Europe because of their religion. Berlin was very much influenced by the atmosphere of religious tolerance, and even until the 1930s, due to the influx of people of various backgrounds, remained a city open to foreign cultural and spiritual influences. In the second half of the nineteenth century Berlin became the largest industrial city on the European continent due to its favorable position between the Elbe and the Oder rivers, to rail links, and to the policies of the kings of Prussia. Berlin had no other choice but to become the capital of the new national State. In addition to its political and constitutional roles, Berlin's theaters had a good reputation and led the pace in the performing arts throughout the country. The city also had the leading stock exchange.

Fashions in Berlin were trend setting too. Berlin also led in science and scholarship. Therefore, it is no wonder that it remained capital when the monarchy was abolished in 1918. Berlin was the capital of the revolution, to such an extent that the fathers of the constitution of the new republic preferred to hold their discussion in the tranquility of Weimar. Berliners were cosmopolitan and quick to accept new ideas.

The Nazis never succeeded in gaining a majority in free elections in the city. Berlin remained the capital in the Nazi period, of course, but leading Nazis never trusted the city, and many of them, in particular Hitler himself, spent as much time as possible elsewhere. Berlin was heavily damaged by air raids and street combat when Soviet forces conquered the city in 1945. The Four Powers agreed to put the city under their joint administration, which lasted a mere three years. The divided city became a symbol of the Cold War and West Berlin a symbol of the unflinching will of its inhabitants to defend their freedom. After the fall of the Wall in 1989, Berlin has retained its official title of capital. After forty years of division, its actual role as capital city has now begun to take on meaning. The 3.4 million citizens now have reason to celebrate.

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Washington, D.C.

The selection of the site for Washington, D.C. was a political compromise, and the father of the compromise was George Washington. In 1790, leaders of a young nation, the United States of America, felt they should create a special city – a truly magnificent city – to accommodate their capital. New Englanders liked the idea, if the city was to be situated in New England. Southerners demanded that the capital be located in the south.

Newly-elected President George Washington solved the impasse by convincing Americans that the city should belong to all. Build it halfway between New England and Georgia, and everyone would have equal access to the city. Under terms of the agreement, Washington, who had a great love for the Potomac River and its lush, rolling banks, was to designate the precise city site. Not surprisingly, he selected a fork in the Potomac River within 18 miles of his Mount Vernon home. One side was at the head of the tidewaters of the river. The city was to cover a scenic coming together of the East Potomac and West Potomac and to occupy land explored by Captain John Smith in 1608.

There were only a few cabins in the newly designated Federal City, as President Washington modestly called it. Just across the river lay the thriving port of Alexandria, Virginia, and just a few miles up the west fork lay the little town of Georgetown, Maryland. The city was to be no larger than 10 square miles, and to provide the necessary land, the state of Maryland donated 69.25 square miles and the state of Virginia 30.75 square miles. The land from Virginia was ceded back to Virginia in 1846. In 1791, Major Pierre Charles L'Enfant, a former member of General Washington's continental army staff, was given the job of designing the city. L'Enfant became America's first city planner.

Residents and visitors to early Washington, D.C. found the city to be either muddy or dusty, depending upon the season. The city was the object of savage jokes. There were few houses and still fewer buildings. Not many people visited Washington prior to the Civil War. In fact, ambassadors who lived in Washington drew hardship pay. But in May of 1865, more than 100,000 people flocked to the capital city to witness the Grand Review of the victorious Union Army. For two days and nights the crowds watched 150,000 Union soldiers parade up Pennsylvania Avenue. Both visitors and soldiers stayed over the week to see the sights. The visitors went home and told their friends that Washington wasn't such a bad place after all.

In the decades that followed, Washington underwent periods of expansion. During World Wars I and II, new federal agencies, new buildings, and many thousands of new civil servants appeared almost overnight. Today the Federal City is a thriving metropolis of 674,000 persons with another 3 million suburbanites living in Maryland and Virginia.

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Comparing Capital Cities

Page 1

Berlin			Washington, D.C.
	1237		
Berlin becomes capital of Brandenburg	1415		
		1608	
		1776	Declaration of Independence
		1787	Constitution of United States
		1790	
		1791	
		1865	
	1945		
	1949		
Berlin Wall built dividing the city	1961		
	1989		
Berlin and Germany reunite	1990		

Comparing Capital Cities

City	Date Founded	Location	Nearby River	Reason for Selection as Capital	Original Founder/ Designer of City	Current Population
Berlin						
Washington, D.C.						

Comparing Capital Cities

Page 1/Key

Berlin			Washington, D.C.
Berlin founded	1237		
Berlin becomes capital of Brandenburg	1415		
		1608	Site of Washington, D.C. explored by Captain John Smith
		1776	Declaration of Independence
		1787	Constitution of United States
		1790	Washington, D.C. declared capital of United States
		1791	Major Pierre Charles L'Enfant planned Washington, D.C.
		1865	Grand review of victorious union army
Soviet forces capture Berlin	1945		
Bonn chosen as new capital of German Federal Republic	1949		
Berlin Wall built dividing the city	1961		
Fall of the Wall	1989		
Berlin and Germany reunite	1990		

Comparing Capital Cities

Page 2/Key

City	Date Founded	Location	Nearby River	Reason for Selection as Capital	Original Founder/ Designer of City	Current Population
Berlin	1237 A.D.	Northeast Germany	Spree	Prussia strongest state at time of unification in 1871	German settlers	3,400,000
Washington, D.C.	1790 A.D.	Central Eastern U.S.A.	Potomac	Halfway between newly formed states	L'Enfant	674,000

Lesson 2

What are some important monuments and buildings in Berlin?

Lesson Objectives

The student will describe Germany in relation to national symbols.

Materials and Resources

- Teacher Resource 4.1 "Public Buildings"
- Handout 4.2 "Map of Berlin""
- Handout 4.3 "Map of Washington, D.C."
- Worksheet 4.2 "Locating Public Buildings"

Strategies

The cities of Berlin and Washington contain many monuments, museums, memorials, and public buildings. Many are unique to representing the history and culture of the country. Others are similar in their purpose and meaning to the nation. Teacher Resource 4.1, "Public Buildings" provides background information on the following "parallel" sites in the two cities and their significance. Information on the sites in Washington are readily available in textbooks and the school media center.

WASHINGTON	BERLIN	SIGNIFICANCE
Capitol	Reichstag	site for meetings of the national legislature
White House	Schloss Bellevue	home of the president
Iwo Jima	Victory Column	war memorials
National Cathedral	Berlin Cathedral	the "nation's church"
Kennedy Center	Philharmonie	center for the performing arts
Smithsonian Institution	Museum Island	museums
Air and Space	National Gallery	
Natural History	Neues Museum	
Portrait Gallery	Pergamon Museum	
American History	Bode Museum	
Arts and Industries	Altes Museum	
National Zoo	Zoological Garden	view animals from around the world
Lincoln Memorial	Brandenburg Gate	symbols of division and unification

Distribute the maps of Berlin (Handout 4.2) and Washington (Handout 4.3) to students along with Worksheet 4.2, "Locating Public Buildings." Assist students in locating the sites on the map, recording the map grid co-ordinates, and determine the significance/relationship of the two sites.

Public Buildings

Page 1

Reichstag

The Reichstag was built between 1884 and 1894 according to plans by Paul Wallot. During the Kaiser's Reich and the Weimar Republic it was the seat of Parliament. The inscription „Dem Deutschen Volke" („to the German people") was added during World War I. On November 9, 1918, the social-democratic deputy Philipp Scheidemann proclaimed the Republic from a corner window of the building. On February 27, 1933, the building was severely damaged by arson. The National Socialists blamed the communists for the fire and started a propaganda campaign against them. A wave of persecution and arrests of communists, socialists and trade unionists followed. In 1945, in the fighting during the last days of the war, the building was further damaged. The Reichstag was rebuilt by 1970 with the facade restored, but without its dome. Now that Berlin is again the capital of Germany, the Reichstag will become the seat of the *Bundestag* (Federal Parliament).

Schloss Bellevue

Bellevue Palace is the official residence in Berlin of the Federal President of Germany. The palace was built in 1785 by Prince August Ferdinand of Prussia. The prince and his family used it as a summer residence. In 1843, the palace was opened as an art gallery. During World War I the building was used as office space by the military. During World War II, Hitler converted the palace into a „Guest House of the Imperial Government." After the war, the two intact side wings of the palace were converted into apartments. In 1954, the section which Hitler had ordered to build in 1938 was demolished and the main section restored. A proposal which had been made in 1928 that the palace should become the official residence of the German President was revived. The Federal President Roman Herzog now performs official duties at Bellevue Palace.

Victory Column

The Victory Column was erected between 1865 and 1873 to commemorate the Prussian campaigns against Denmark in 1864, against Austria in 1866 and against France in 1870-1871. Above the platform is the gilded statue of Victory. Until 1938, the column stood with monuments to Bismarck, Roon, and Moltke. At that time it was moved to the middle of the Great Traffic Star and its height increased by one column section. In the interior, a spiral staircase leads to the viewing platform of the 69-meter-high monument.

Berlin Cathedral

Berlin's main Lutheran Church, this house of worship was built between 1893 and 1905 in the Italian Renaissance style. The Dom (cathedral) was heavily damaged in 1945 and has been under restoration.

Philharmonie

Built 1960–1963 at the edge of the Tiergarten, this concert hall with its 2,200 seats is in a class of its own. The orchestra is the spatial and acoustic focus. The audience seats rise in asymmetric rows around the orchestra podium. A chamber music hall directly beside the Philharmonie has recently been completed.

Museum Island

Surrounded by two tributary branches of the Spree River is Museum Island, with the Bode Museum, the Pergamon Museum, the Altes Museum, and the Alte Nationalgalerie. Also here is the Neues Museum, which was largely destroyed during World War II and is currently under reconstruction. Together, the museums contain over 1.2 million works of art, of which only two percent can be displayed at any one time. The Altes Museum, built 1824–1830, is an impressive structure. The Pergamon Museum contains an antiquity collection. The Bode Museum contains exhibits ranging from prehistory through the ancient Egyptians to Dutch Baroque.

Public Buildings

Page 2

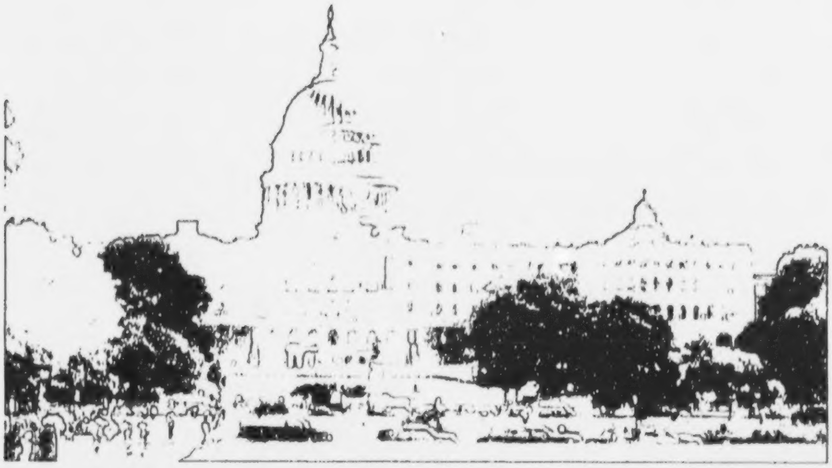
Zoologischer Garten

Opened in 1884, the Zoological Garden was the first zoo in Germany. In the decades which followed, it developed into a zoo with the most different species in Europe. After World War II, many new animal houses and open areas were constructed. In the 1980s, a large extension beyond the Landwehr Canal was added. Today the zoo has the world's most comprehensive collection of animals – approximately 12,000 animals of nearly 1,600 species (including the Aquarium).

Brandenburg Gate

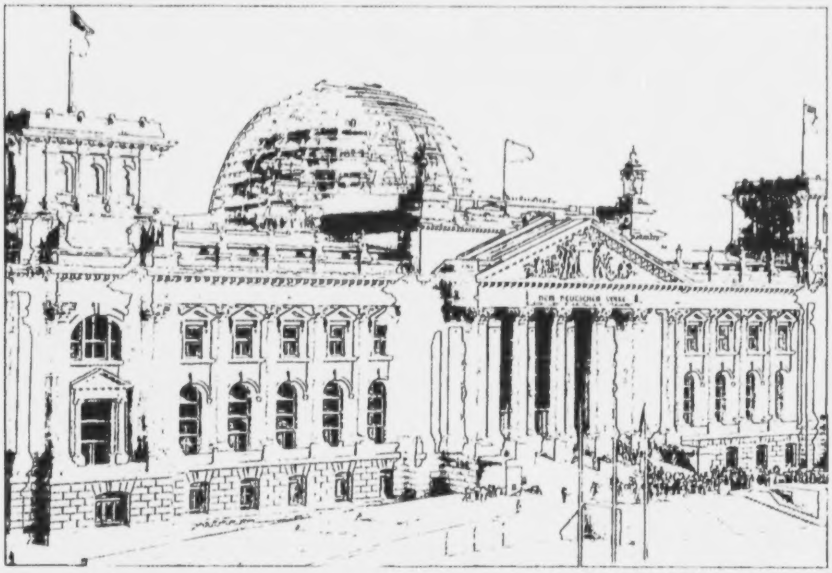
The only remaining city gate of Berlin's original 14 gates, the Brandenburg Gate was built in 1788–1791 in the Classical style, using the Propylaea as a model. The gate constituted part of the city walls which were built by Friedrich Wilhelm I from 1732 to 1734 not for military protection but for taxation and police reasons. At the time, it was called the Friedenstor (Peace Gate). The Gate, the Quadriga (chariot and four horses) and the reliefs were severely damaged in World War II and restored in 1957.

Public Buildings



U. S. Capitol

© Frank Bugge



Reichstag

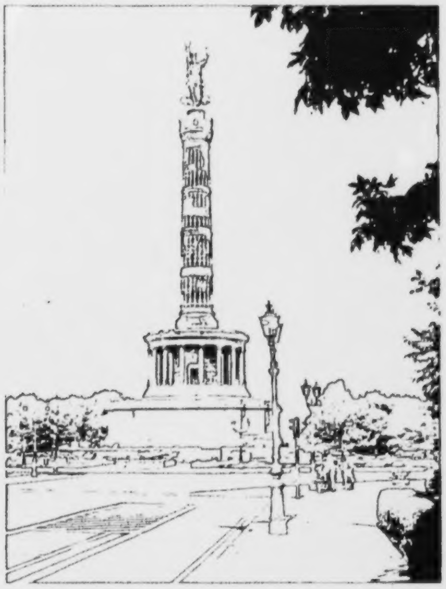
© Deutscher Bundestag

Public Buildings

White House

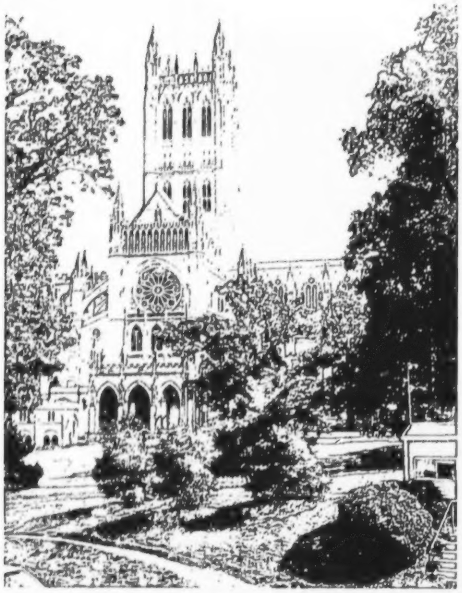
Schloss Bellevue

Iwo Jima

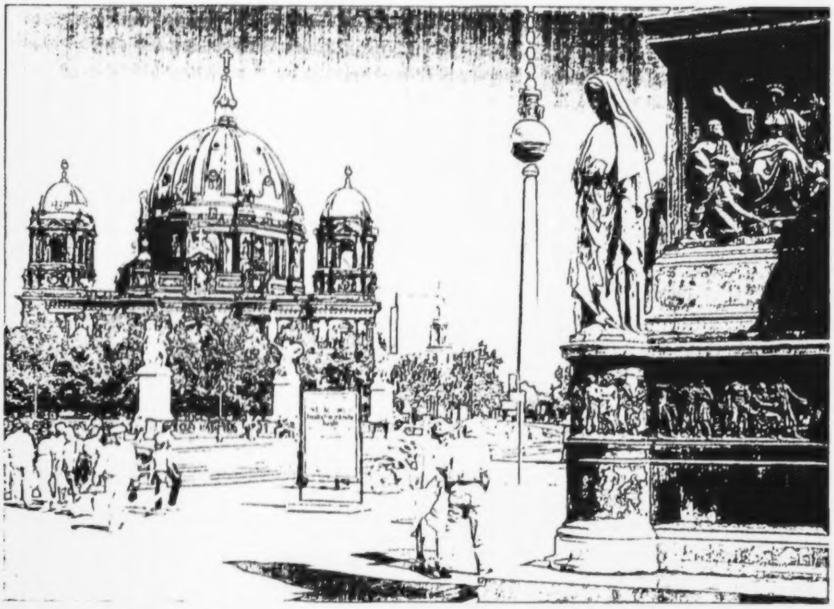


Victory Column

Public Buildings

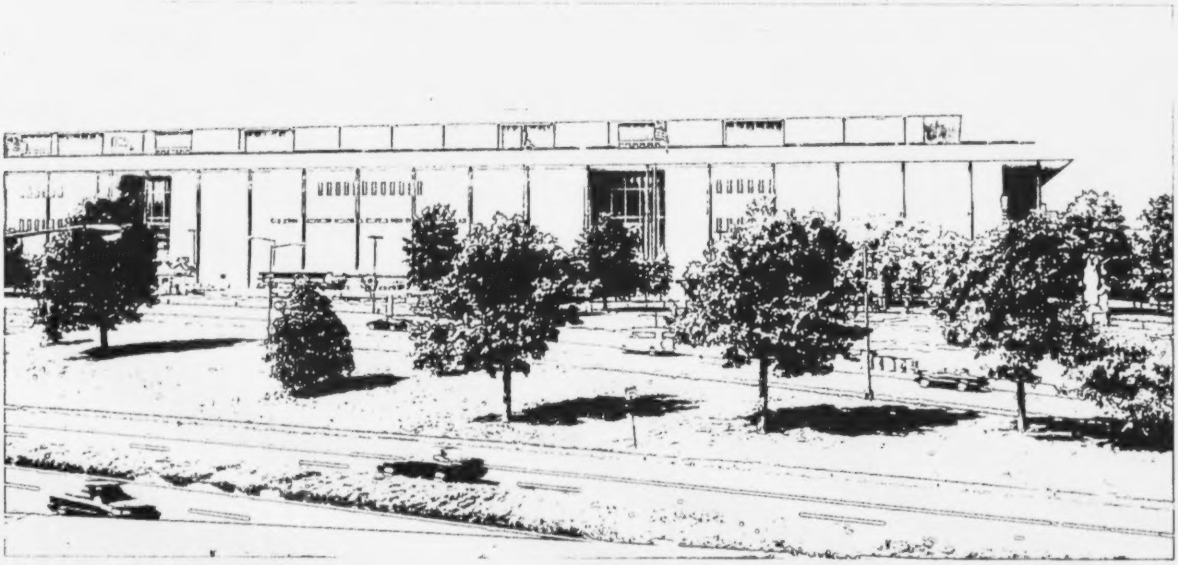


National Cathedral

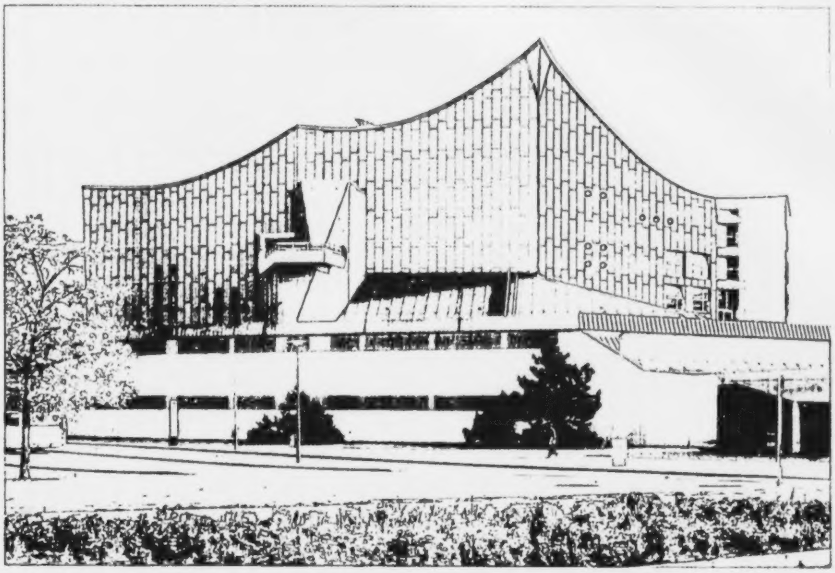


Berlin Cathedral

Public Buildings



Kennedy Center



Philharmonie

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Public Buildings

Smithsonian Institution

Museum Island

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Public Buildings

Page 9

National Zoological Park · Smithsonian Institution
Bookstore Gallery
Zoolab
Information Films

National Zoo

Zoological Garden

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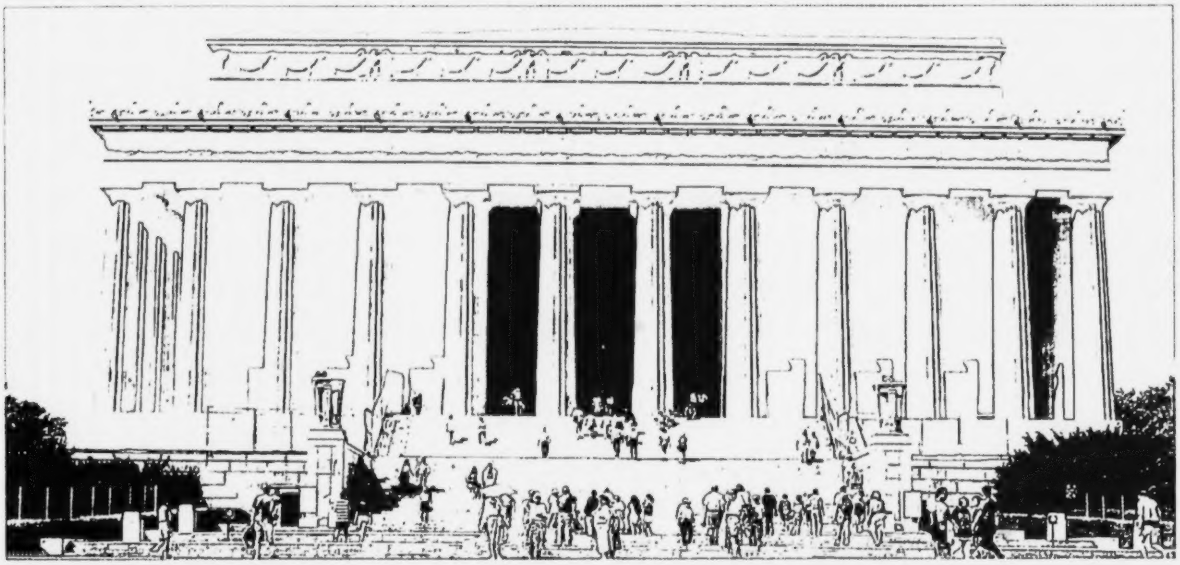
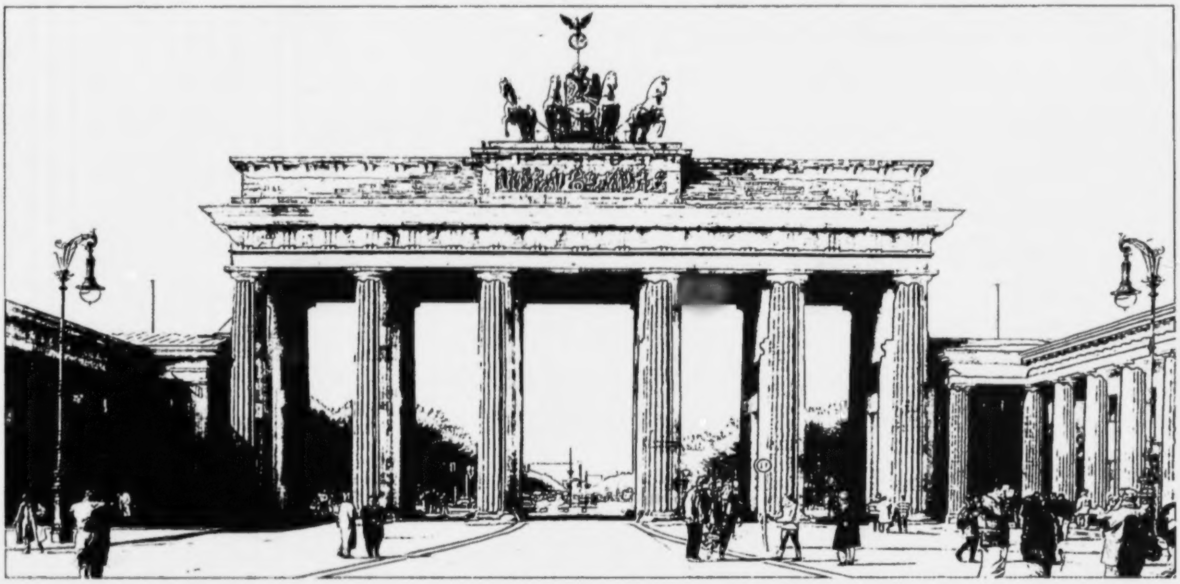
Public Buildings

Page 10



Lincoln Memorial



Brandenburg Gate

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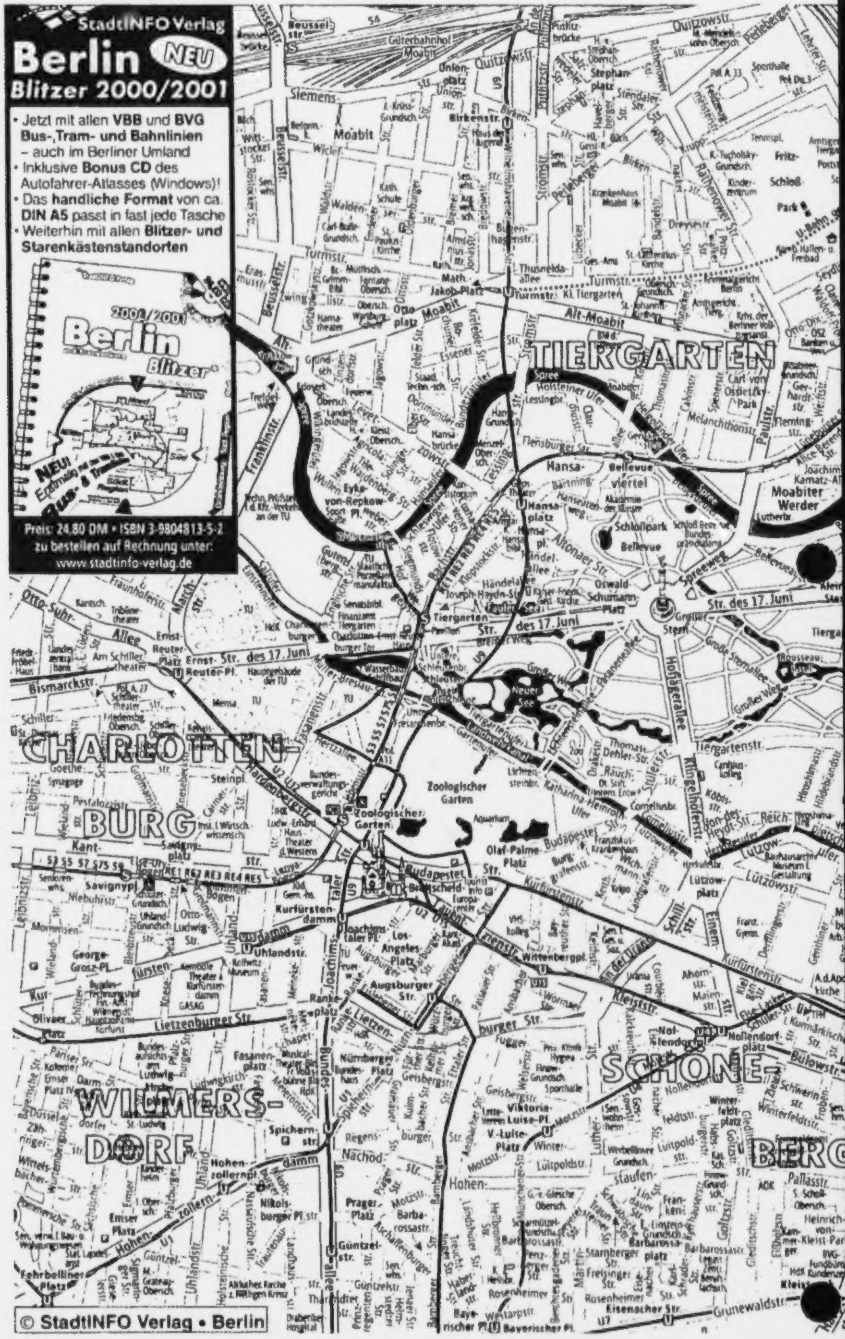
Map of Berlin

Page 1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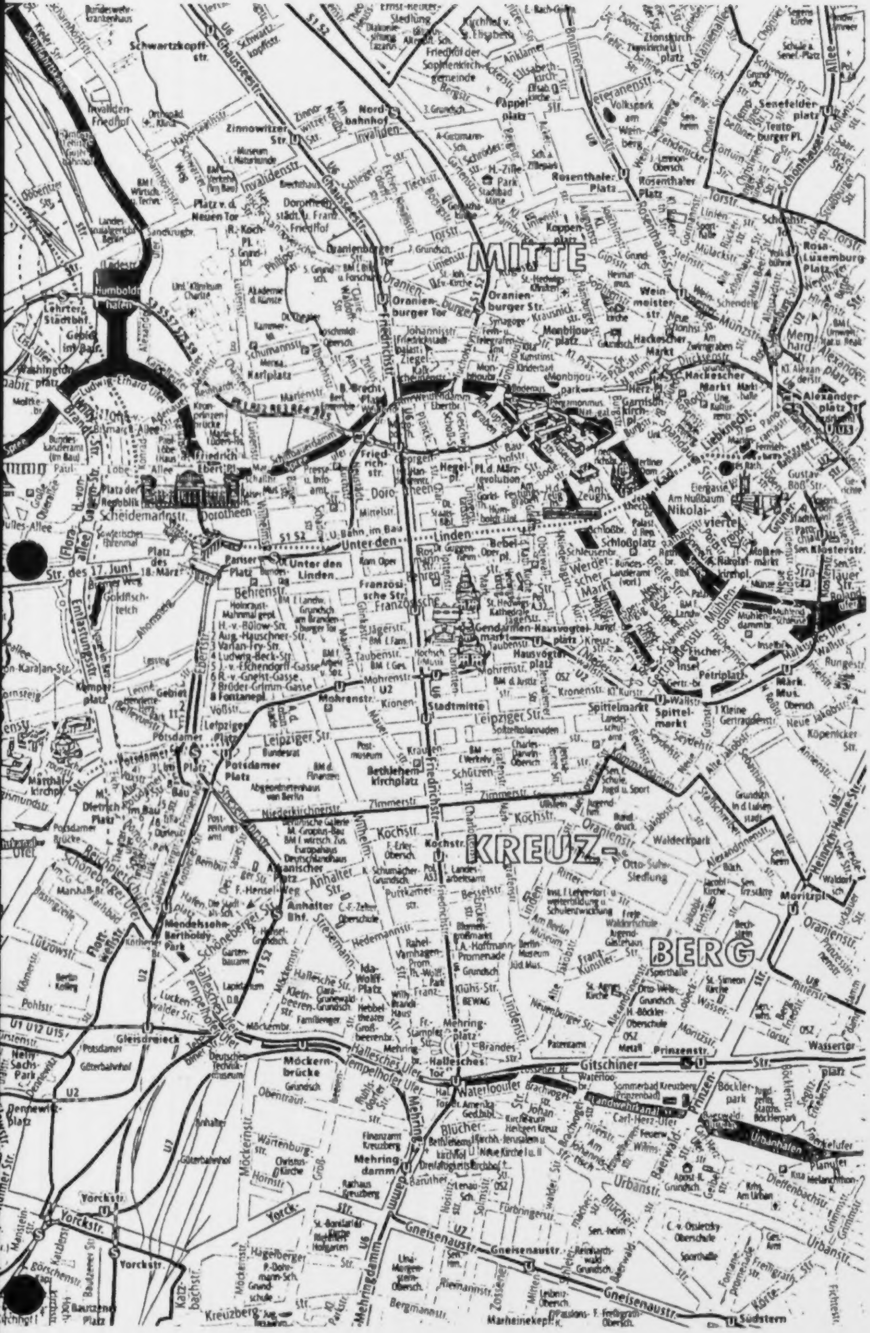
Map of Berlin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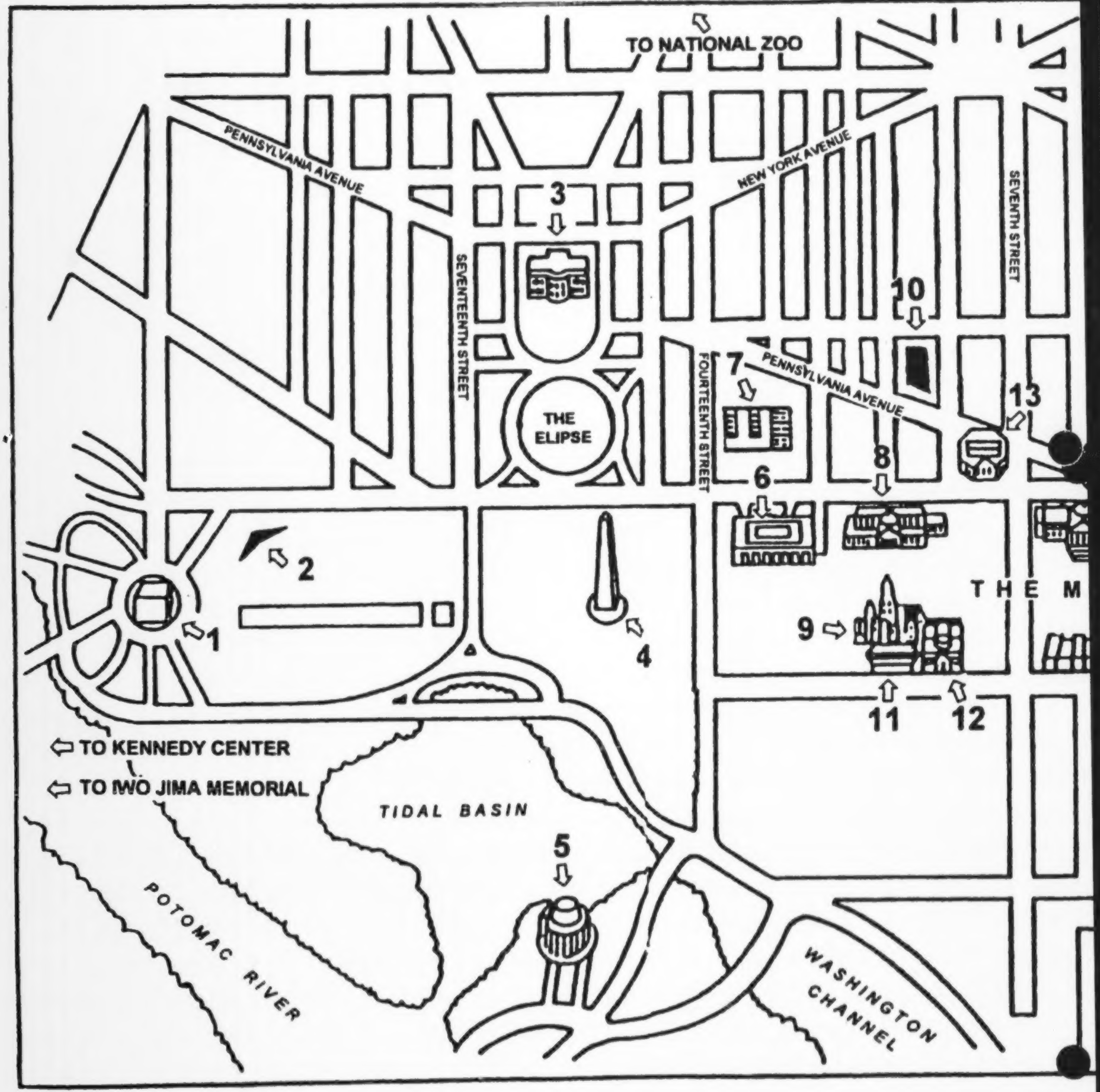
Map of Washington, D.C.

Page 1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NEW YORK AVENUE
SEVENTH STREET
3
SEVENTEENTH STREET
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PENNSYLVANIA AVENUE
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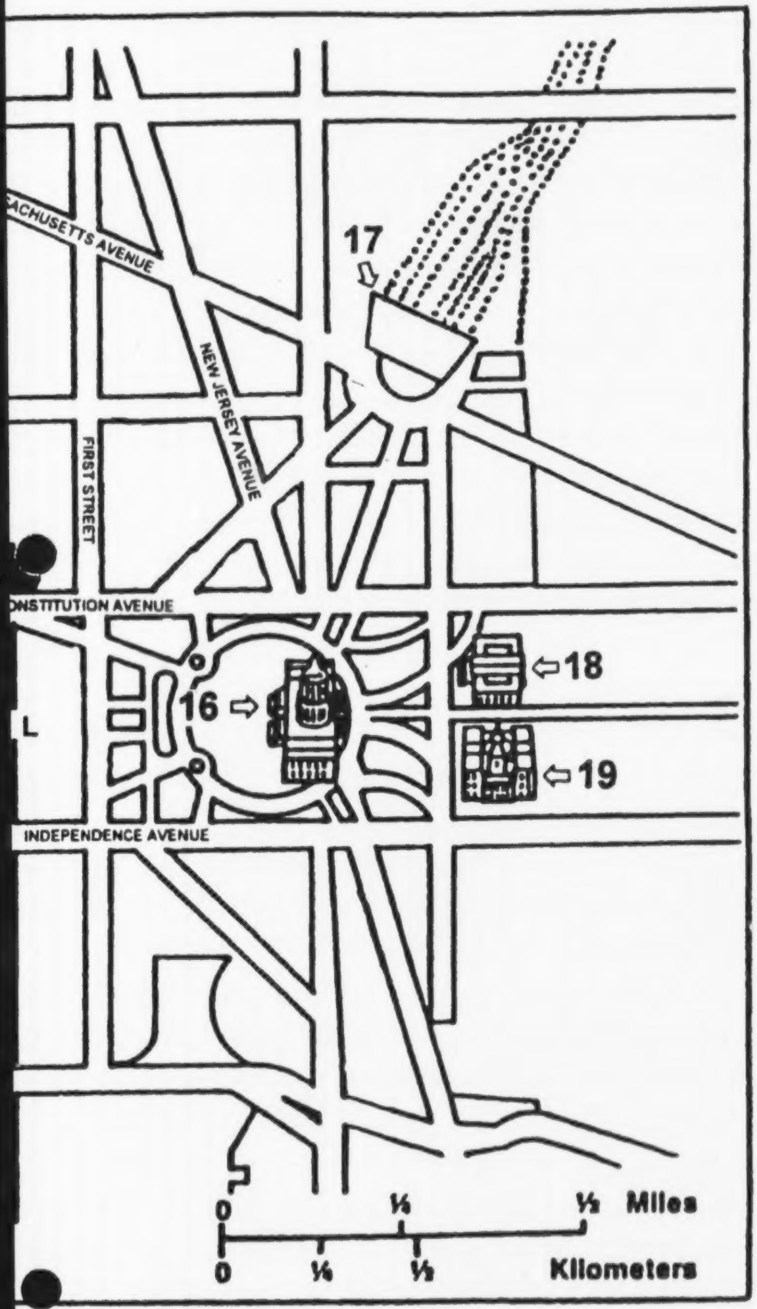
TO KENNEDY CENTER
TO IWO JIMA MEMORIAL
TIDAL BASIN
5
POTOMAC RIVER
WASHINGTON CHANNEL

Map of Washington, D.C.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WASHINGTON, D.C.

The Mall

MAP KEY

1 Lincoln Memorial
2 Vietnam Memorial
3 The White House
4 Washington Monument
5 Jefferson Memorial
6 Smithsonian Museum of American History
7 Holocaust Museum
8 Smithsonian Museum of Natural History
9 Smithsonian Institute Headquarters, "The Castle"
10 FBI
11 Freer Gallery of Art
12 Smithsonian Arts and Industries Building
13 National Archives
14 National Gallery of Art
15 Smithsonian Air and Space Museum
16 United States Capitol
17 Union Station
18 United States Supreme Court
19 Library of Congress

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Locating Public Buildings

SITE				
Washington	**Map Location**	**Berlin**	**Map Location**	**SIGNIFICANCE**
Capitol		Reichstag		
White House		Schloß Bellevue		
Iwo Jima		Victory Column		
National Cathedral		Berlin Cathedral		
Kennedy Center		Philharmonie		
Smithsonian Institution Air and Space Natural History Portrait Gallery American History Arts and Industries		Museum Island National Gallery Neues Museum Pergamon Museum Bode Museum Altes Museum		
National Zoo		Zoological Garden		
Lincoln Memorial		Brandenburg Gate		

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Lesson 3

What are some political symbols of Germany?

Lesson Objectives

The student will describe Germany in relation to national symbols.

Materials and Resources

- Worksheet 4.3 "Flags"
- Worksheet 4.4 "Coats of Arms"
- Handout 4.4 "Political Symbols Fact Sheet"
- Teacher Resource 4.2 "Imperial Anthem"
- Teacher Resource 4.3 "National Leaders"

Strategies

The Germans refer to their country as *Deutschland* (DOYTCH-land). Germany is composed of 16 states (called *Länder* in Germany), three of which are also cities: Hamburg, Bremen, and Berlin. Unlike people living in the 50 states in the U.S., most German citizens do not relate emotionally to political symbols such as the flag, the federal coat of arms, or the national anthem.

German political symbols do exist, however. Distribute Worksheet 4.3, "Flags" and Worksheet 4.4, "Coats of Arms" for students to color. Handout 4.4, "Political Symbols Fact Sheet" will provide basic information about these symbols and the German national anthem. Teacher Resource 4.2, "Imperial Anthem" may be used by the music teacher to make a recording of the German national anthem. For enrichment, ask students to research the historic background of the selection, creation and symbolism of U.S. political symbols (e.g. Betsy Ross and the U.S. flag; the selection of the bald eagle over the turkey as our national emblem; Francis Scott Key and the Star Spangled Banner). Teacher Resource 4.3, "National Leaders" will familiarize students with President George W. Bush and Chancellor Gerhard Schröder. Explain to students that the President Johannes Rau's duties are largely ceremonial. The powers of the President of the United States are a combination of those of the German Chancellor and President.

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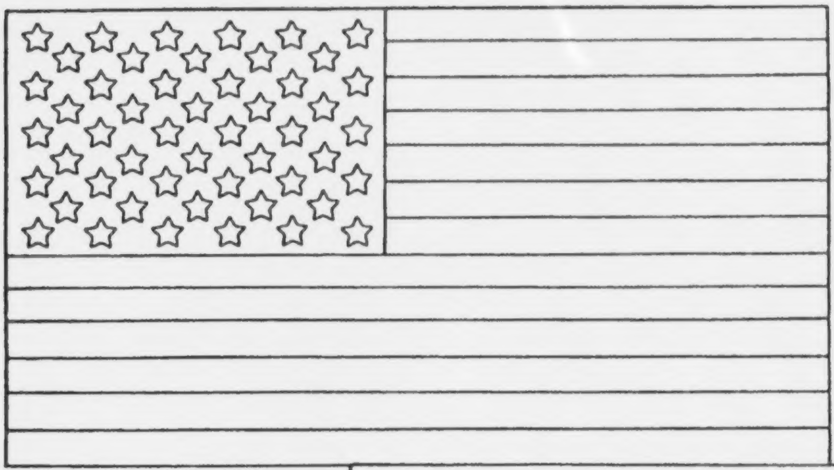
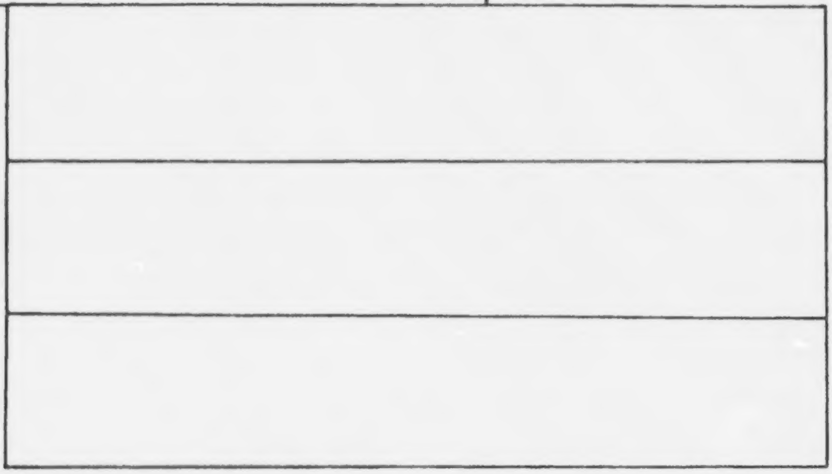
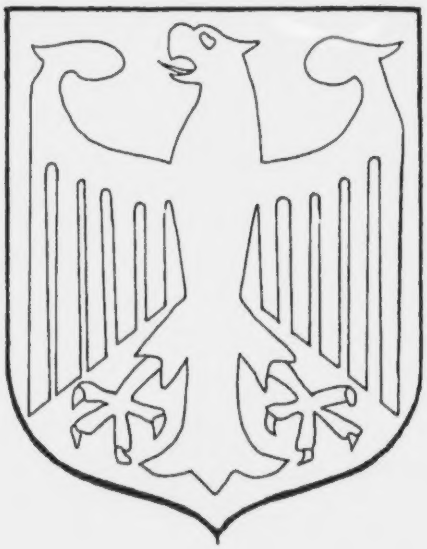
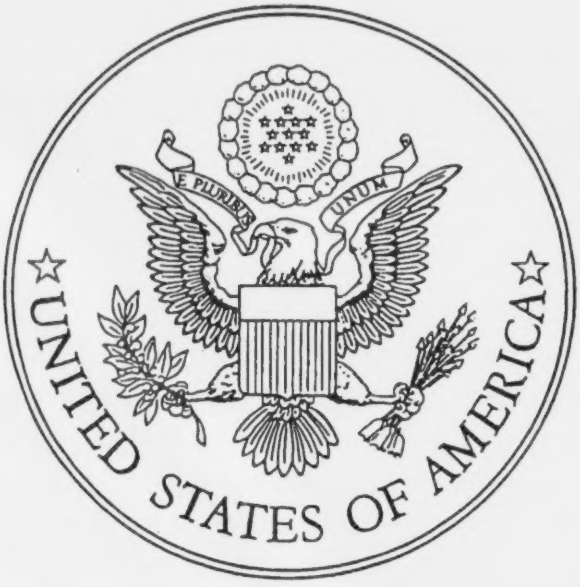
Flags





Coats of Arms




E PLURIBUS UNUM
UNITED STATES OF AMERICA

Political Symbols Fact Sheet

The Flag

Black, red, and gold in three equal horizontal stripes are the colors of the flag of the Federal Republic of Germany. The colors date to the emperors of the Middle Ages. They reappeared in the war against Napoleon when a corps of army volunteers drawn from all the German principalities, adopted black uniforms with red braid and gold buttons. Subsequently, student organizations dedicated to the unification of Germany used the colors on their banners. In the first attempts to create democratic and unified Germany, leaders of the 1848 Revolution adopted the tricolor flag in the National Assembly or Frankfurt Parliament.

The flag was not actually used until 1918 when the German National Assembly of the democratic Weimar Republic adopted it officially. When Hitler came to power in 1933 he abolished the tricolor flag. In 1950, the flag was reintroduced by the German Parliament as the official symbol for the Federal Republic of Germany. The top bar is black, the center bar is red, and the bottom bar is gold (yellow).

The Coat of Arms

A black eagle with red beak and talons on a gold field is the coat of arms of the Federal Republic of Germany. The eagle appeared in antiquity adorning the staff of the first Roman Emperor, Augustus. Thereafter, it became the symbol of dominion of all Roman Emperors. After the decline of Rome, the eagle reappeared on shields of the kings who dominated Europe in the Middle Ages. Charlemagne, the first Frankish king to gather the German peoples along with other Europeans into his vast empire, had the statue of an eagle placed on top of his palace in Aachen. Subsequently, after the empire was divided into France and the Holy Roman Empire – which included all the German peoples – a black, double-headed eagle on a gold escutcheon remained the seal of the German or Holy Roman Emperors.

In 1848, this double-headed eagle was revived as the symbol of German unity. When Germany was finally unified in 1871, the eagle reappeared on the coat of arms, but this time with a single head. In 1919, the eagle became the seal of the Weimar Republic and in 1950, it was restored by the Federal Republic of Germany as a symbol of German history and tradition.

National Anthem

The text of the song was written in 1841 by the German poet August Heinrich Hoffmann von Fallersleben (1798–1874). At that time Germany was still divided into more than 30 small states which had been loosely connected since 1815 in the *Deutscher Bund* (German Federation). Hoffmann von Fallersleben, who was a poet, linguist and historian of literature, also wrote a number of other well-known songs.

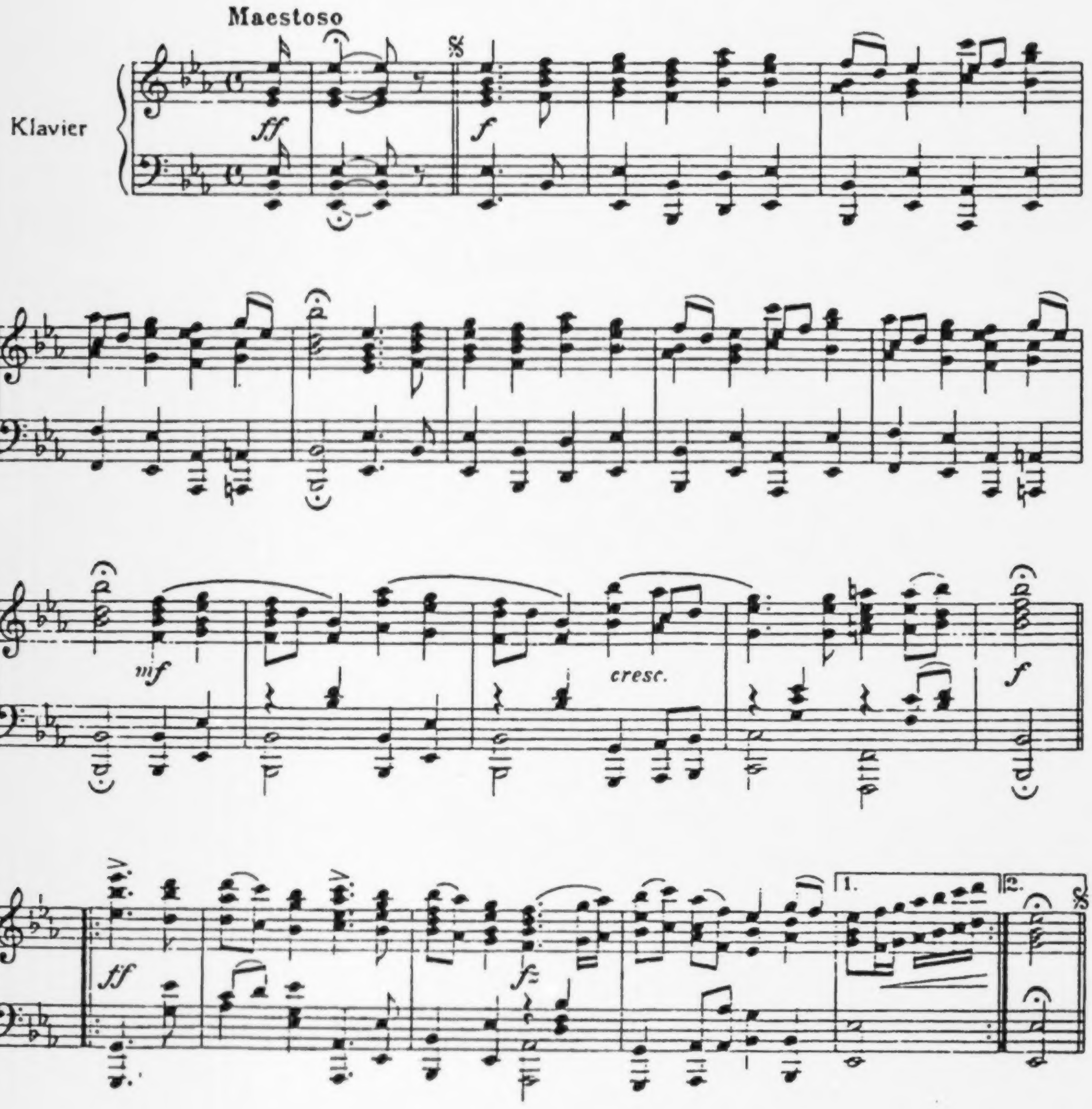
The *Deutschland-Lied* was officially introduced as the National Anthem in 1922. In May 1952 the third stanza of the *Deutschland-Lied* was proclaimed the official anthem of the Federal Republic of Germany. The melody was composed by Joseph Haydn (1732–1809), the famous composer of many symphonies, operas and oratories. The melody is that of the old Austrian Kaiserhymne (Imperial Anthem) which was played for the first time on February 12, 1797. The German text and the English translation are:

Einigkeit und Recht und Freiheit	*Unity and right and freedom*
Für das deutsche Vaterland –	*For the German Fatherland,*
Danach laßt uns alle streben,	*For this let us all fraternally*
Brüderlich mit Herz und Hand.	*Strive each with heart and hand.*
Einigkeit und Recht und Freiheit	*Unity and right and freedom*
Sind des Glückes Unterpfand –	*Are the pledge of happiness.*
Blüh' im Glanze dieses Glückes,	*Bloom in the splendor of this happiness,*
Blühe, deutsches Vaterland.	*Germany, our Fatherland.*

Imperial Anthem

Heinrich Hoffmann von Fallersleben
1841

Joseph Haydn
1797


Maestoso
Klavier
ff
f
mf
cresc.
f
ff
fz
1.
2.

National Leaders

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President George W. Bush

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Chancellor Gerhard Schröder

Lesson 4

What are some economic symbols of Germany?

Lesson Objectives The student will describe Germany in relation to economic symbols.

Materials and Resources

- Teacher Resource 4.4 "Units of Money"
- Teacher Resource 4.5 "Exchange Rates"
- Worksheet 4.5 "Vacationing in Germany
- Handout 4.5 "Deutsche Mark Coins"
- Handout 4.6 "Deutsche Mark Notes"

Strategies

Since the end of World War II, some people have referred to the Deutsche Mark (the monetary unit) as a powerful symbol of Germany. Different nations have different money systems used to obtain similar needs and wants. Monetary systems developed when people of different communities and nations wanted to be able to trade goods. In Germany, the Deutsche Mark has grown stronger since the 1950s. This activity will help students gain an awareness of economic factors in our increasingly interdependent world.

Begin the lesson by asking students if they think that all nations have the same type of money. Explain to students that the base monetary unit in Germany is the *"Deutsche Mark"* (DM). The smallest coin is 1 Pfennig and 100 Pfennigs = 1 DM. Coin denominations are: 1, 2, 5, 10, and 50 Pfennig and 1, 2, and 5 DM. Paper bills include 5, 10, 20, 50, 100, 200, 500 and 1,000 DM. Teacher Resource 4.4, "Units of Money" contains a summary of this information. The present paper currency was redesigned in 1991 to include portraits of both men and women. All U.S. coins in use (1, 5, 10, 25, 50 cents and the 1 dollar coin) contain the portraits of former presidents on one side (with the exception of the Susan B. Anthony dollar coin).

Distribute Handout 4.5, "Deutsche Mark Coins" and Handout 4.6, "Deutsche Mark Notes" [which contain pictures of the currency] to students. Give students the opportunity to compare and contrast the various forms and look for similarities and differences. Ask such questions as

- Are the coins and notes the same shape and size?
- What is printed on the coins and notes?
- Are the amounts of money (denominations) on the German coins and currency larger or smaller than most of the U.S. money?

Next, ask students to compare the DM to U.S. dollars ($) by asking such questions as

- What are some things that are similar about German and U.S. money?
- What are some things that are different?
- Which of the coins do you think is worth the most? The least? Why?
- Which of the coins do you think is worth a penny? nickel? dime? quarter?
- Which of the notes do you think is worth a dollar? 5 dollars? 10 dollars?
- Explain to students that $1.00 (U.S.) is equal to about 2.00 DM (German), so technically, none of the coins/notes is equivalent in value. [For the exact exchange rate check the daily newspaper.]

Germany is one of the eleven countries that have joined the European Monetary Union. The new common currency, the "Euro", is now gradually replacing the Deutsche Mark. Euro bills and coins will enter circulation in 2002.

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Lesson 4

Ask students "When an American goes to Germany, how do you think he/she buys items?" [Remind students that they have learned that the German monetary unit is different from that in the U.S.]. If students believe that dollars will be accepted, ask them if stores in the United States accept money from other countries in direct exchange for goods. Guide students to realize that the money must be exchanged for German money first. Explain that the rate of exchange changes daily. Teacher Resource 4.5, "Exchange Rates" shows two bank slips for the exchange of dollars into Deutsche Marks. Example I, from the Sparkasse, shows the conversion of American Express Travelers Checks [USD = United States Dollars] in the amount of $100.00 at the rate of 208.00 DM for the check. The $100 equated to 208.00 DM. Example II, from the Sparkasse, shows the exchange of $200 into 416.00 DM.

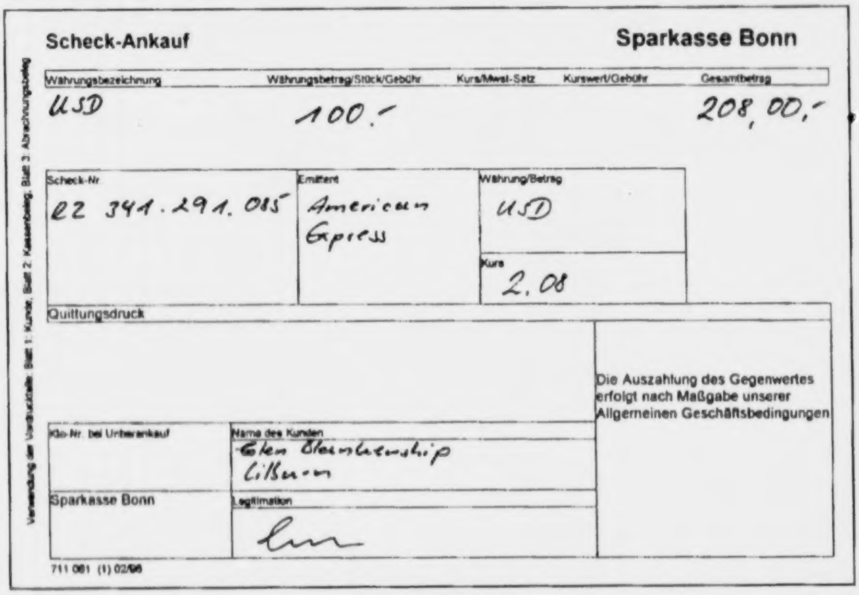
To help students understand the concept of monetary exchange, ask them to solve the following problem: If 2.00 DM equals $1.00, what would your allowance be in U.S. money if you received 6.00 DM per week? (answer = $3.00). To provide students the opportunity for additional practice using basic math skills, distribute Worksheet 4.5, "Vacationing in Germany" for students to complete.

The exchange rates of DM and Euro to the Dollar fluctuate. Check your daily newspaper for current rates.

Units of Money

UNITED STATES	GERMANY
Dollars = $	Deutsche Mark = DM
1 dollar = 100 pennies	1 DM = 100 Pfennig
COINS	**COINS**
Penny 1 cent	1 Pfennig
	2 Pfennig
Nickel 5 cents	5 Pfennig
Dime 10 cents	10 Pfennig
Quarter 25 cents	
Half Dollar 50 cents	50 Pfennig
	1 Deutsche Mark
	2 Deutsche Mark
	5 Deutsche Mark
NOTES	**NOTES**
One Dollar $ 1.00	
Two Dollars $ 2.00	
Five Dollars $ 5.00	5 DM
Ten Dollars $ 10.00	10 DM
Twenty Dollars $ 20.00	20 DM
Fifty Dollars $ 50.00	50 DM
One Hundred Dollars $ 100.00	100 DM
	200 DM
Five Hundred Dollars $ 500.00	500 DM
One Thousand Dollar $ 1,00.00	1000 DM

Exchange Rates



Scheck-Ankauf **Sparkasse Bonn**

Währungsbezeichnung	Währungsbetrag/Stück/Gebühr	Kurs/Mwst-Satz	Kurswert/Gebühr	Gesamtbetrag
USD	100.-			208,00.-

Scheck-Nr.: e2 341.291.085
Emittent: American Express
Währung/Betrag: USD
Kurs: 2.08

Quittungsdruck

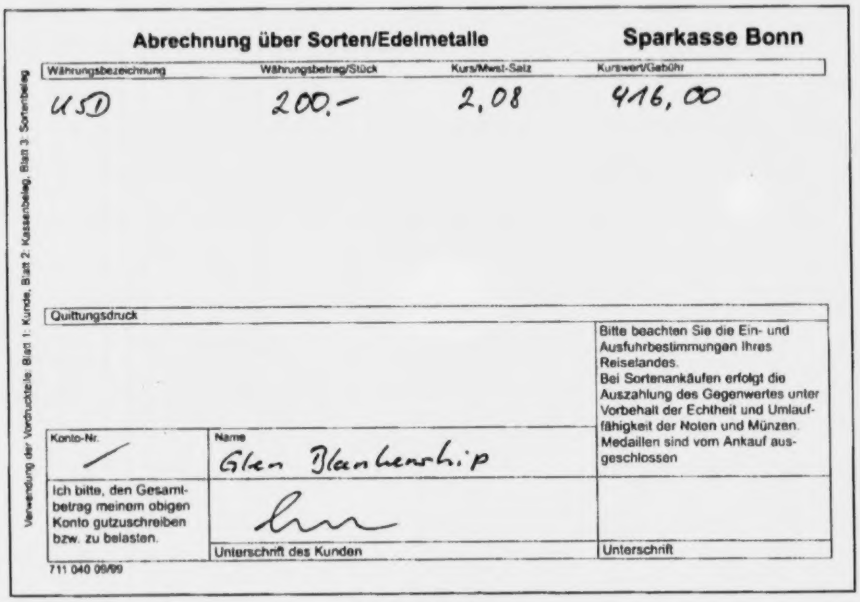
Die Auszahlung des Gegenwertes erfolgt nach Maßgabe unserer Allgemeinen Geschäftsbedingungen

Kto-Nr. bei Unbaranka uf
Name des Kunden: Glen Blankenship Lilburn
Sparkasse Bonn
Legitimation

711 081 (1) 02/96

Verwendung der Vordruckteile: Blatt 1: Kunde, Blatt 2: Kassenbeleg, Blatt 3: Abrechnungsbeleg

Example One



Abrechnung über Sorten/Edelmetalle **Sparkasse Bonn**

Währungsbezeichnung	Währungsbetrag/Stück	Kurs/Mwst-Satz	Kurswert/Gebühr
USD	200.-	2,08	416,00

Quittungsdruck

Bitte beachten Sie die Ein- und Ausfuhrbestimmungen Ihres Reiselandes.
Bei Sortenankäufen erfolgt die Auszahlung des Gegenwertes unter Vorbehalt der Echtheit und Umlauffähigkeit der Noten und Münzen. Medaillen sind vom Ankauf ausgeschlossen

Konto-Nr.: /
Name: Glen Blankenship

Ich bitte, den Gesamtbetrag meinem obigen Konto gutzuschreiben bzw. zu belasten.

Unterschrift des Kunden

Unterschrift

711 040 09/99

Verwendung der Vordruckteile: Blatt 1: Kunde, Blatt 2: Kassenbeleg, Blatt 3: Sortenbeleg

Example Two

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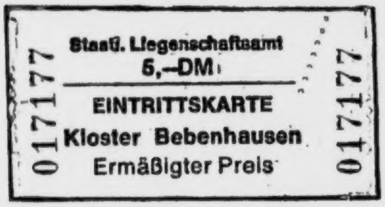
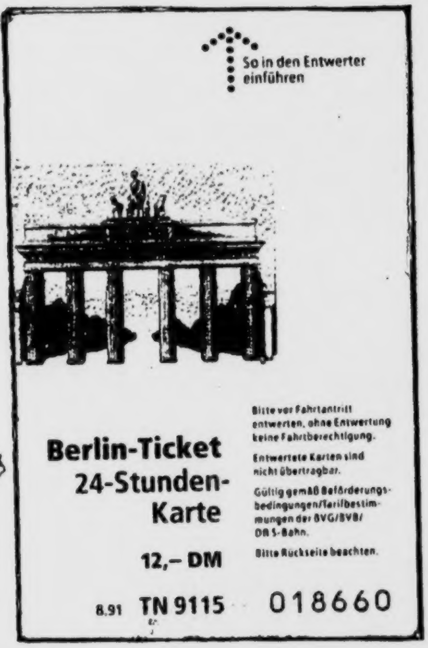
Vacationing in Germany

Page 1


017177
Staatl. Liegenschaftsamt
5,--DM
EINTRITTSKARTE
Kloster Bebenhausen
Ermäßigter Preis
017177


So in den Entwerter einführen

Berlin-Ticket
24-Stunden-Karte

Bitte vor Fahrtantritt entwerten, ohne Entwertung keine Fahrtberechtigung.

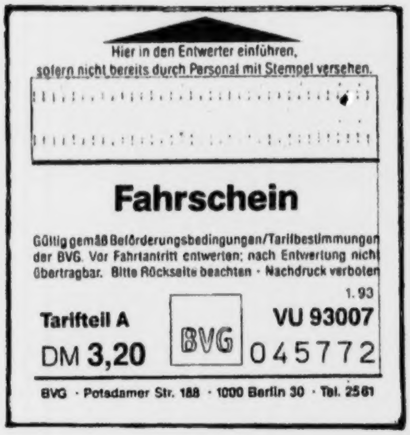
Entwertete Karten sind nicht übertragbar.

Gültig gemäß Beförderungsbedingungen/Tarifbestimmungen der BVG/BVB/DR S-Bahn.

Bitte Rückseite beachten.

12,– DM

8.91 TN 9115 018660

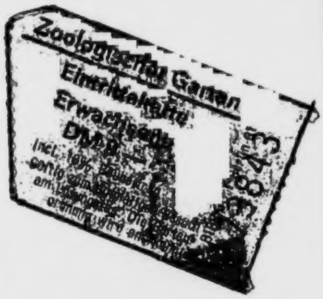

Hier in den Entwerter einführen, sofern nicht bereits durch Personal mit Stempel versehen.

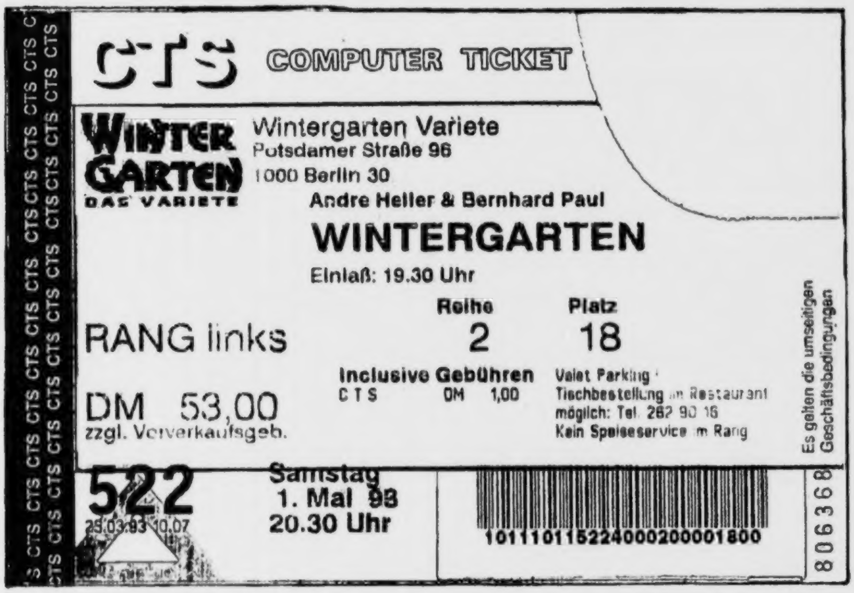
Fahrschein

Gültig gemäß Beförderungsbedingungen/Tarifbestimmungen der BVG. Vor Fahrtantritt entwerten; nach Entwertung nicht übertragbar. Bitte Rückseite beachten · Nachdruck verboten

1.93
Tarifteil A
DM 3,20
BVG
VU 93007
045772

BVG · Potsdamer Str. 188 · 1000 Berlin 30 · Tel. 2561


Zoologischer Garten
Eintrittskarte
Erwachsene
DM 8,--
incl. 15% [illegible]
[illegible]
843


CTS COMPUTER TICKET

WINTER GARTEN DAS VARIETE

Wintergarten Variete
Potsdamer Straße 96
1000 Berlin 30

Andre Heller & Bernhard Paul

WINTERGARTEN

Einlaß: 19.30 Uhr

RANG links	Reihe	Platz
	2	18

DM 53,00
zzgl. Vorverkaufsgeb.

Inclusive Gebühren
CTS DM 1,00

Valet Parking
Tischbestellung im Restaurant möglich: Tel. 262 90 16
Kein Speiseservice im Rang

Es gelten die umseitigen Geschäftsbedingungen

522
25.03.93 10.07

Samstag
1. Mai 93
20.30 Uhr

10111011522400020001800

806368

CTS CTS CTS CTS CTS CTS CTS CTS CTS

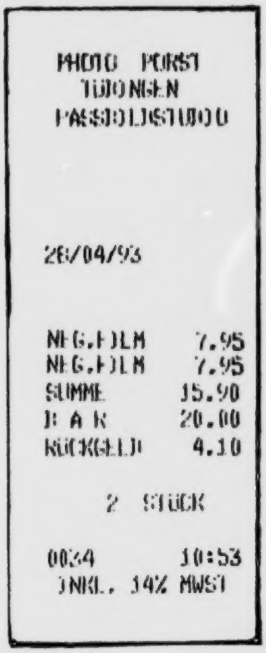


PHOTO PORST
TÜBINGEN
PASSBILDSTUDIO

28/04/93

NEG.FILM	7.95
NEG.FILM	7.95
SUMME	15.90
BAR	20.00
RÜCKGELD	4.10

2 STÜCK

0034 10:53
INKL. 14% MWST

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Vacationing in Germany

Directions: David Smith went to Berlin on vacation. David went sightseeing to several places in Berlin. Use the ticket stubs and receipts of the previous page to compute the amount of money David spent.

David's Day

Time	*Places Visited*	*Cost*
8.00	Leave hotel. Take bus to zoo.	Bus ______
8.15	Arrive at zoo	Zoo Ticket ______
9.30	Buy 2 rolls of film for camera	Film ______
12.00	Leave zoo. Buy 24-hour-pass to ride public transportation system	Train ______
13.15	Arrive at Bebenhausen Monastery	Ticket ______
15.00	Return by bus to Berlin hotel to rest	Bus Ticket ______
19.30	Leave for 8.30 p.m. variety show performance	Bus Ticket ______
20.15	Buy Wintergarten ticket	Ticket ______
		TOTAL ______

How much in U.S. dollars did David spend if the exchange rate was $1.00 = DM 2.00 ______

T4 Lesson 4 Worksheet 4.5

Vacationing in Germany **Page 2/Key**

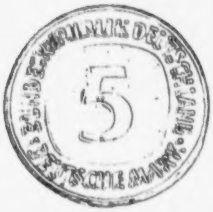
Directions: David Smith went to Berlin on vacation. David went sightseeing to several places in Berlin. Use the ticket stubs and receipts of the previous page to compute the amount of money David spent.

David's Day

Time	*Places Visited*	*Cost*	
8.00	Leave hotel. Take bus to zoo.	Bus	DM 3.20
8.15	Arrive at zoo	Zoo Ticket	DM 9.00
9.30	Buy 2 rolls of film for camera	Film	DM 15.90
12.00	Leave zoo. Buy 24-hour-pass to ride public transportation system	Train	DM 12.00
13.15	Arrive at Bebenhausen Monastery	Ticket	DM 5.00
15.00	Return by bus to Berlin hotel to rest	Bus Ticket	0
19.30	Leave for 8.30 p.m. variety show performance	Bus Ticket	0
20.15	Buy Wintergarten ticket	Ticket	DM 53.00
		TOTAL	DM 98.10

How much in U.S. dollars did David spend if the
exchange rate was $ 1.00 = DM 2.00 ________________ $ 49.05

Deutsche Mark Coins



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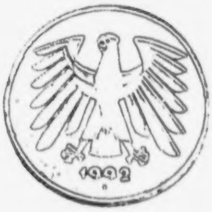

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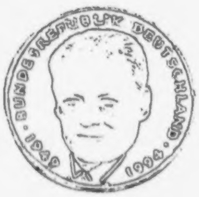

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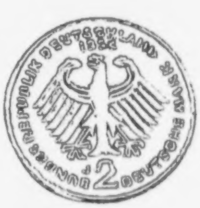

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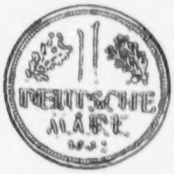

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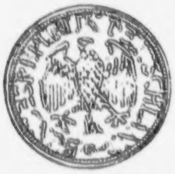

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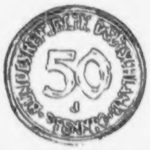

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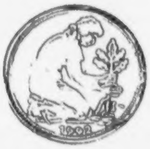

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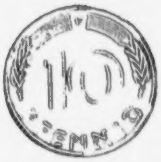

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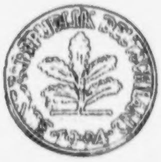

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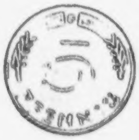

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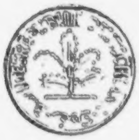

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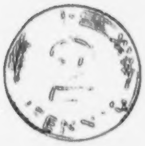

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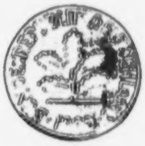

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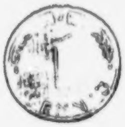

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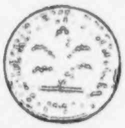

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Deutsche Mark Notes

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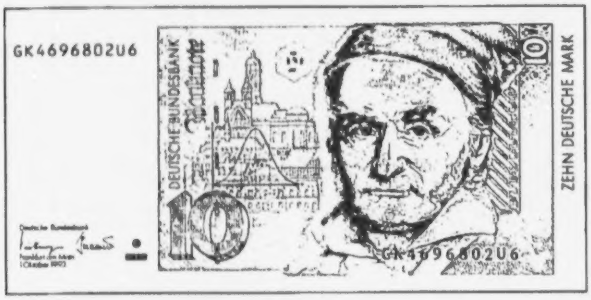
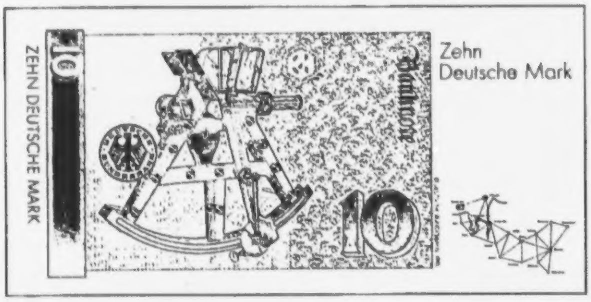
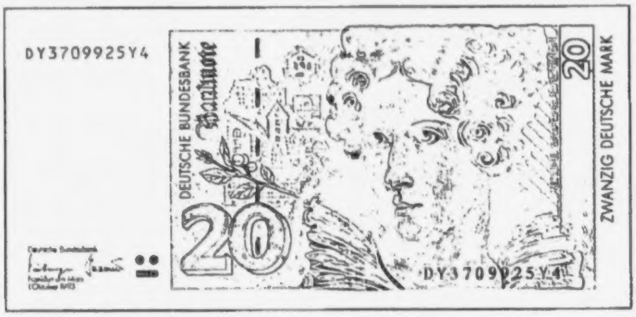

GK4696802U6
DEUTSCHE BUNDESBANK
Banknote
10
ZEHN DEUTSCHE MARK
GK4696802U6

front


ZEHN DEUTSCHE MARK
10
Zehn
Deutsche Mark
Banknote
10

back

These notes are shown smaller than actual size but are proportionally correct in comparative size.


DY3709925Y4
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Banknote
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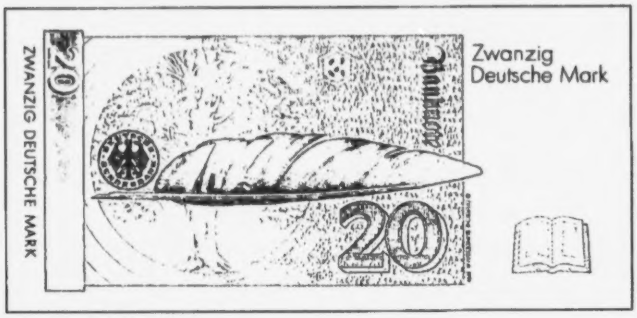
ZWANZIG DEUTSCHE MARK
DY3709925Y4

front


ZWANZIG DEUTSCHE MARK
20
Zwanzig
Deutsche Mark
Banknote
20

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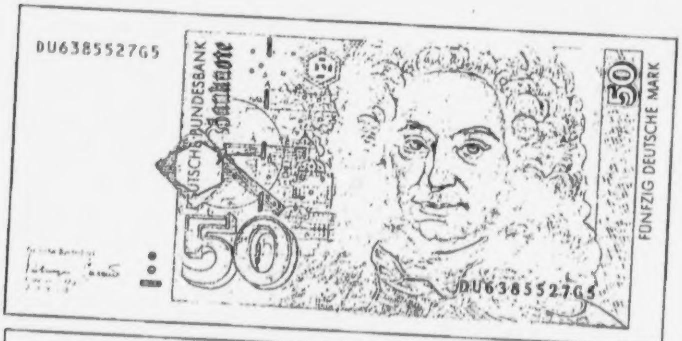
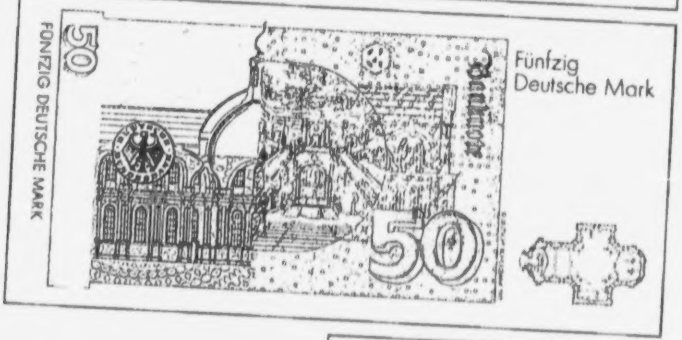
Deutsche Mark Notes

Page 2

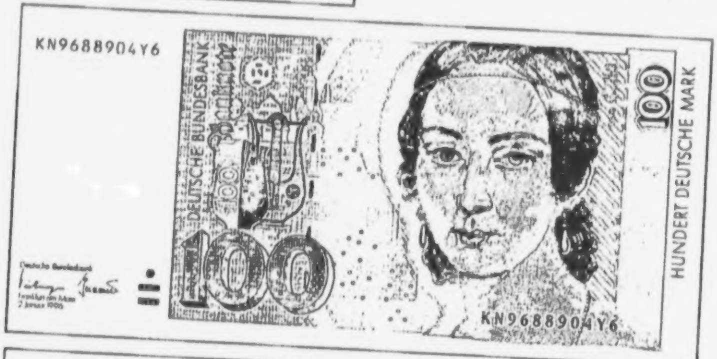

DU6385527G5
DEUTSCHE BUNDESBANK
Banknote
50
FÜNFZIG DEUTSCHE MARK
DU6385527G5

front

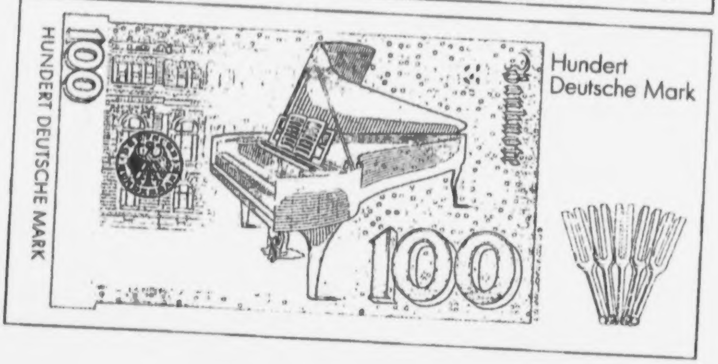

50
FÜNFZIG DEUTSCHE MARK
Banknote
Fünfzig
Deutsche Mark
50

back

These notes are shown smaller than actual size but are proportionally correct in comparative size.


KN9688904Y6
DEUTSCHE BUNDESBANK
Banknote
100
HUNDERT DEUTSCHE MARK
KN9688904Y6

front


100
HUNDERT DEUTSCHE MARK
Banknote
Hundert
Deutsche Mark
100

back

Lesson 5

What is the literary heritage for children in Germany?

Lesson Objectives The student will describe Germany in relation to cultural symbols.

Materials and Resources

- Worksheet 4.6 "Fairy Tale Interest Survey"
- Teacher Resource 4.6 "It's Your Choice"

Strategies

German children learn the name Grimm when they are toddlers. Whether it be in tales told by Grandma of the bad wolf and the seven young kids or when parents tell the story of Little Red Riding Hood, the Brothers Grimm are always involved. Even though most people don't know their first names (Jacob and Wilhelm), these two men were responsible for collecting old fairy tales and legends and writing them down in the form in which we know them today. It was the first systematic collection of such traditional oral tales, and it preserved a rich heritage of ancient fiction that has parallels in all countries of the world.

Many students may already be familiar with the stories. If not, encourage students to read several of the Grimm's Fairy Tales. Worksheet 4.6, "Fairy Tale Interest Survey" creates student awareness of the wide variety of topics available in the genre. The survey will also motivate students to make selections for independent reading. For classes of students familiar with the fairy tales, Teacher Resource 4.6, "It's Your Choice" will provoke debate among children. They will have the opportunity to discuss what they value in a friend, and the relative importance of honesty, wealth, and personal integrity.

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Fairy Tale Interest Survey

Yes	No	Survey
		1. Do you enjoy stories about imaginary animals?
		2. Do stories of children surviving on their own interest you?
		3. Do you enjoy stories about characters who use their wits to solve problems?
		4. Do stories which end "and they lived happily ever after" interest you?
		5. Do you enjoy mystery and adventure stories?

For items checked "yes" find those numbers on the chart below. If a star appears under that number, look across at the title of the fairy tale – it is a story you will probably enjoy reading.

1	2	3	4	5	Fairy Tale
	◆	◆		◆	*Hänsel and Gretel*
◆		◆			*Little Red Riding Hood*
			◆		*Cinderella*
			◆		*Rapunzel*
◆			◆	◆	*Beauty and the Beast*
	◆	◆			*The Three Little Pigs*

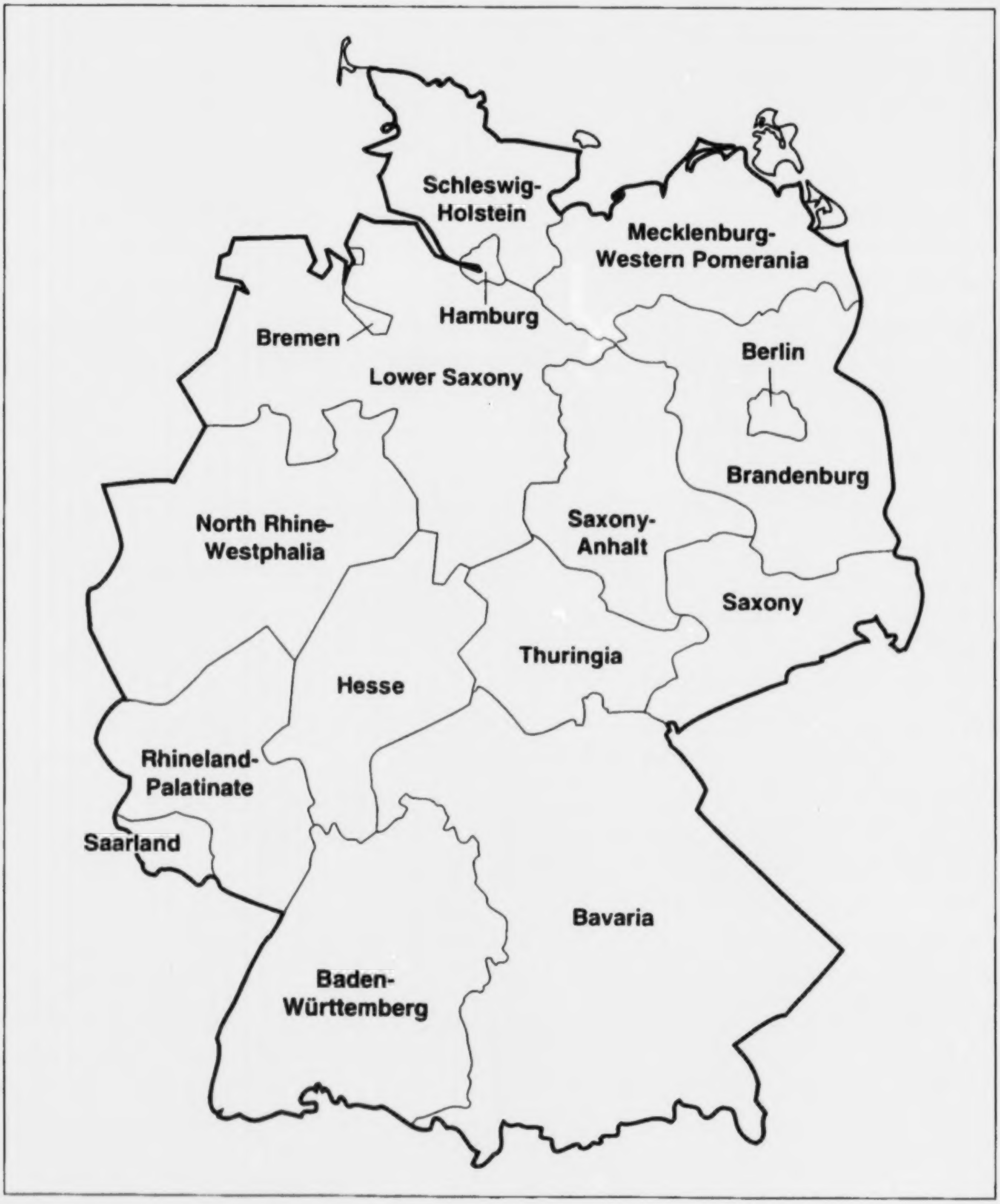
It's Your Choice

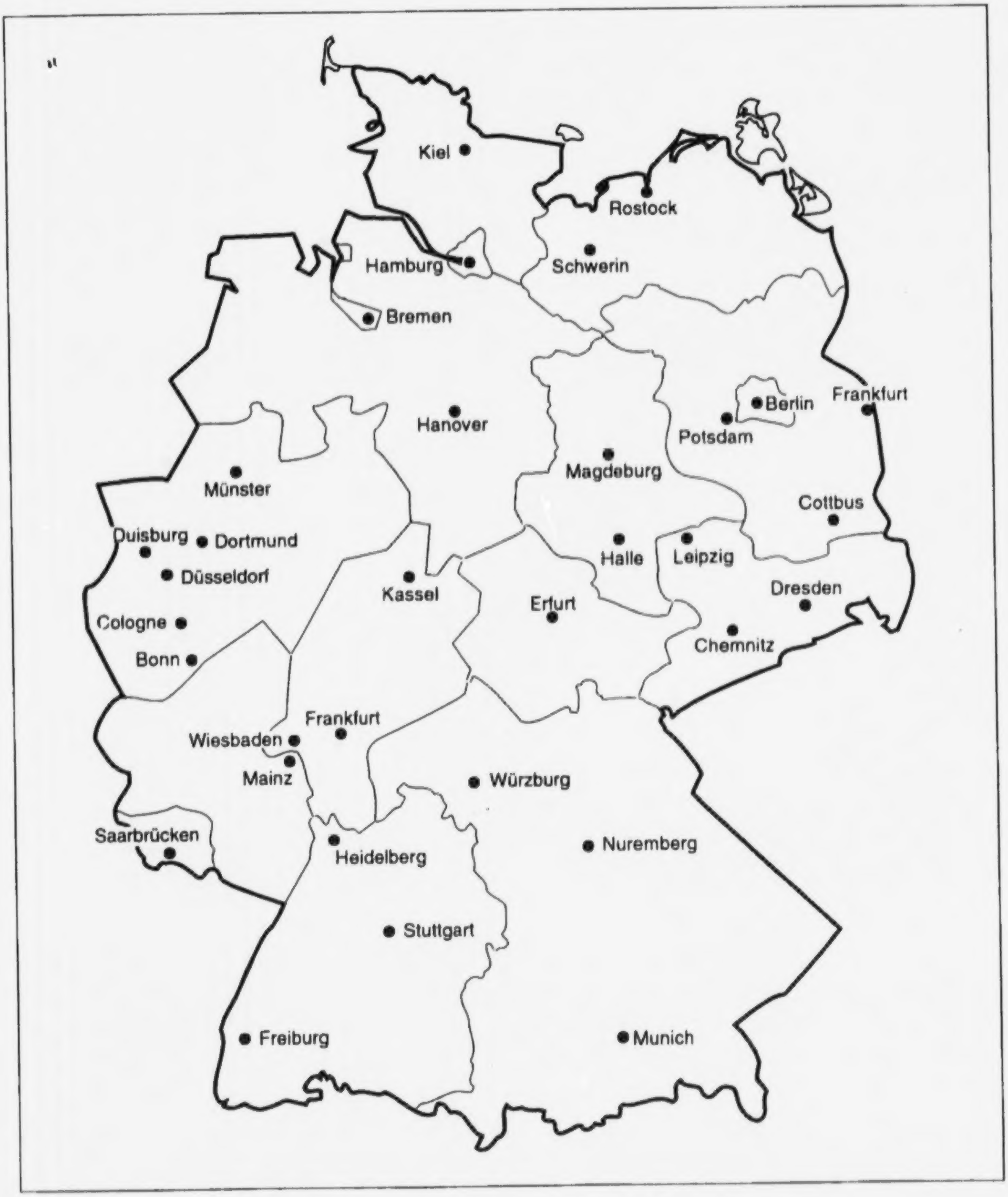
Directions: For each item, make and defend a choice.

1. **I would rather** (a) build my own brickhouse or (b) be invited to live in the palace.
2. **For president, I'd vote for** (a) Little Red Riding Hood or (b) the third Little Pig.
3. **I would be more afraid of** (a) the wolf or (b) Hänsel's stepmother.
4. **For a friend, I'd rather have** (a) Gretel or (b) Cinderella.
5. **The cruelest person was** (a) Hänsel and Gretel's father or (b) Cinderella's stepmother.
6. **I would rather** (a) spin wheat into gold or (b) lead the way out of the forest.
7. **I feel more sorry** for (a) Rumpelstilzchen or (b) the wolf.
8. **For a friend I would rather have** (a) Cinderella or (b) the Beast.

Appendix

Germany


Schleswig-Holstein
Mecklenburg-Western Pomerania
Hamburg
Bremen
Lower Saxony
Berlin
Brandenburg
North Rhine-Westphalia
Saxony-Anhalt
Saxony
Thuringia
Hesse
Rhineland-Palatinate
Saarland
Bavaria
Baden-Württemberg


Kiel
Rostock
Hamburg
Schwerin
Bremen
Hanover
Berlin
Frankfurt
Potsdam
Magdeburg
Münster
Cottbus
Duisburg
Dortmund
Halle
Leipzig
Düsseldorf
Kassel
Dresden
Erfurt
Cologne
Chemnitz
Bonn
Frankfurt
Wiesbaden
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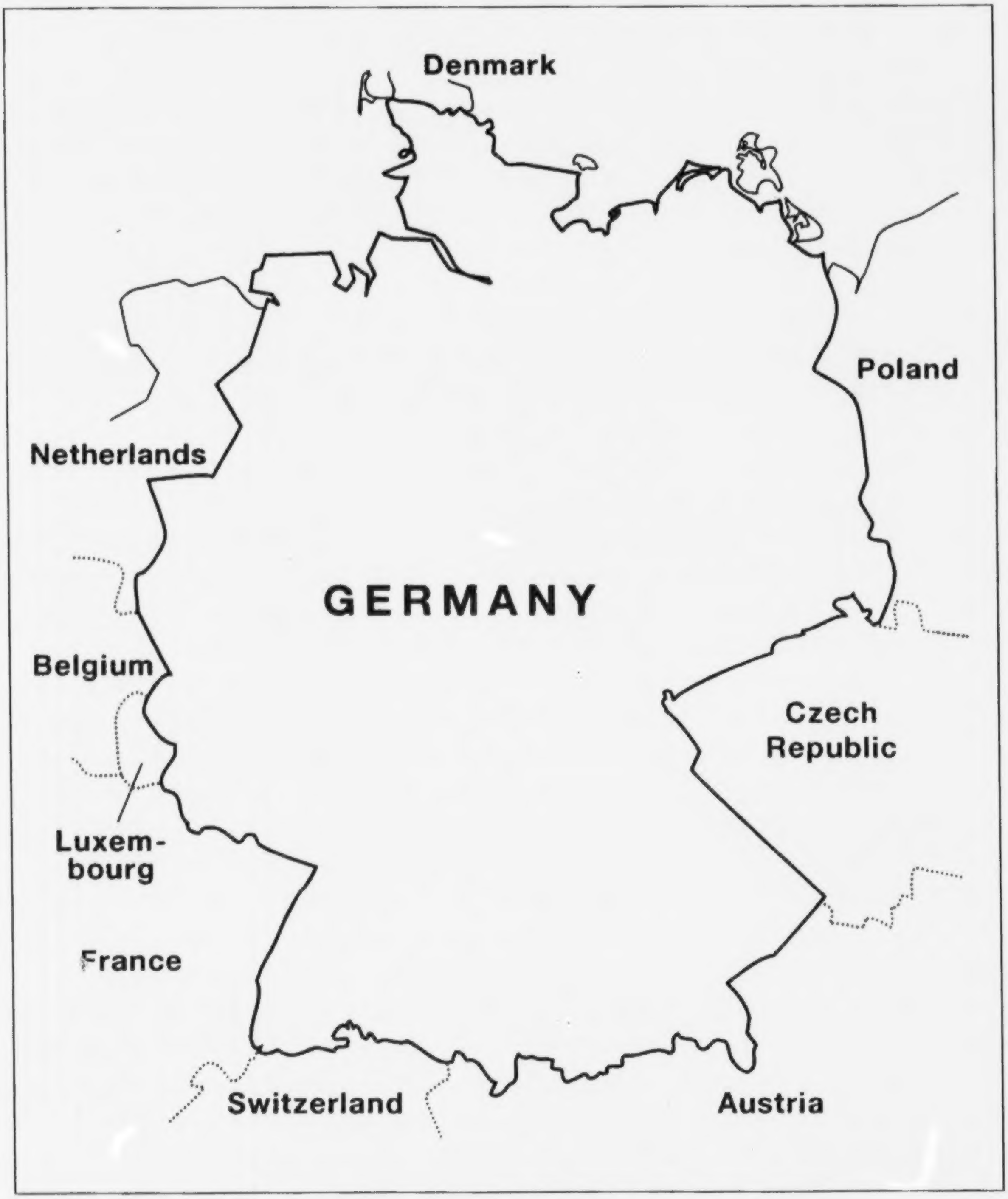
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EFF-089 (1/2003)